The Effect of Social Media Use on Interest Learning Vocational Students in DKI Jakarta

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Abstract: Discussing students' interest in social media has pros and cons. Negative perspectives are seen, such as the degradation of learning activities when students access social media daily. Still, other discussions emphasize the importance of social media as a good gap or opportunity for more interactive learning. Interesting to study, this study aims to determine the effect of social media on interest in education. One hundred four respondents (Vocational Students in DKI Jakarta) were recruited to complete the research questionnaire. The research procedure consists of testing the instrument's validity-reliability, classical assumptions (normality and linearity), and simple linear regression analysis (t-test and the coefficient of determination). The study's results accept the alternative hypothesis that " social media influences students' learning interest". The social media regression coefficient increases learning interest by 1,026 units, and the determinant coefficient is 77.2%. This paper convinces academics that "there is a gap or opportunity for how social media can be a good momentum to accelerate student interest in learning in the future". The essence of the research findings emphasizes scientific discussion about the possibilities of social media as the latest fiber or instrument to be executed by teachers and students in an educational atmosphere.

Abstrak: Mendiskusikan ketertarikan siswa terhadap media sosial memiliki sisi pro dan kontra. Perspektif negatif seperti pendegradasian aktivitas belajar ketika siswa mengakses media sosial sehari-hari terlihat, tetapi diskusi lain menekankan pentingnya media sosial sebagai celah atau kesempatan baik untuk pembelajaran yang lebih interaktif. Menarik untuk dikaji, maka penelitian ini bertujuan untuk mengetahui pengaruh media sosial terhadap minat belajar. Sebanyak 104 responden (siswa vokasi di DKI Jakarta) direkrut untuk mengisi kuesioner penelitian. Prosedur penelitian terdiri dari tahap uji validitas-reliabilitas instrumen, uji asumsi klasik (normaliats dan linieritas), analis regresi linear sederhana (uji-t dan koefisien determinan). Hasil penelitian menerima hipotesis alternatif "ada pengaruh media sosial terhadap minat belajar siswa", koefisien regresi media sosial memberikan peningkatan terhadap minat belajar sebesar 1.026 satuan, serta koefisien determinannya 77.2%. Naskah ini meyakinkan akademisi bahwa "ada celah atau peluang bagaimana sebenarnya media sosial menjadi momentum yang baik untuk mengakselerasi minat belajar siswa di masa mendatang". Esensi dari temuan penelitian menekankan diskusi ilmiah tentang kemungkinan-kemungkinan media sosial hadir sebagai serat atau instrumen mutakhir untuk dieksekusi oleh guru dan siswa dalam atmosfer pendidikan.

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A. Introduction

The massive development of science has led humans to be more adaptive to change in all aspects (social, demographic, and so on). Human adaptation to this change is characterized by developing advanced information technology (IT) to ensure adequate living. Adequate living means that the average human has reached an "easy" level in accessing the necessities for survival, such as access to food resources, employment, education, physical health, and relations. Reflecting scientific discussions about increasingly sophisticated information and communication technology, the facts about how to describe human productive achievements are exemplified through smartphone products (gadgets). Through smartphones, access to adequate living is entirely within human grasp. In particular, this text discusses social media as a dominant item that makes it easier for humans to access the global information layer that has been realized (Baron et al., 2022).

Social media's connection to the public is increasingly intensive. All levels of society access social media for individual needs. However, there is public concern that social media presence among productive age groups (for example, students) can reduce their learning performance. The formative age is emphasized to be steady in carrying out knowledge to create good human resources. This is done by forging yourself in an educational institution. Fulfilling a good level of education will bring prosperity to the country, so successful learning in an educational institution to produce competent human resource graduates is mandatory for all citizens (Widiasanti et al., 2023).

Learning is a structured activity carried out by the teacher so that learning activities take place positively and effectively (Septiani & Abadi, 2022) to advance the scale of student learning. However, students' closeness to social media access activities at any time and in unlimited places is an inherent educational problem. More clearly, the educational public believes that accessing various social media (such as YouTube, Instagram, Facebook, TikTok, and WhatsApp) makes students addicted to social media (Kırcaburun, 2016). Those who are addicted to accessing social media usually use social media to chat, comment on other people's photos or statuses, and scroll, which is essentially used for things that are less important so that it has implications for degrading students' primary obligations (such as reducing study time and focus on studying) (Kamaruddin, 2022). However, some students use social media to study. For example, by creating study groups, they use it to watch learning videos on YouTube, Instagram, Facebook, TikTok, and WhatsApp. This means that social media is used well so that it has a positive effect on improving student learning performance. This is similar to the enthusiastic learning described by (Abwi et al., 2023), where whatever stimulation is given to students to increase enthusiasm, the learning is characterized by seriousness, dedication, and attention.

Education itself is to form quality human beings, which means that in any case, the use of social media must be controlled, and what is essential is yourself in using it (Siregar, 2022). Furthermore, social media, which is well-affirmed by students, makes it possible to

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stimulate them to use it actively for learning purposes. There are many variations of social media and features that are elegant enough to be used in creating learning content, so social media can have implications for their interest in learning both in class and at home. Because students also want interactive learning by utilizing social media. Social media provides freedom to build students' inspiration and interest in learning (Septiani & Abadi, 2022).

Interest in learning is a person's psychological aspect and determining factor in learning activities. Someone interested in learning tends to pay attention and focus their attention on a learning activity that they like (Kamaruddin, 2022). Interest in learning is a mental construct formed from feelings, prejudices, anxieties, and other tendencies that influence individuals to make confident choices. On the other hand, interest is a desire that arises from encouragement after observing, observing, comparing, and considering the desired needs (Arbah & Wilson, 2023). Students' interest in learning is closely related to personality, motivation, expression and self-concept or identification, hereditary factors, and external or environmental influences (Kamaruddin, 2022).

Social media can be defined as online media where users connect via the internet and internet-based applications to participate, share, and create content in social networks and cyberspace supported by increasingly sophisticated technological world developments (Dedyerianto, 2019). Social media is an online media where users can easily participate, share, and create content, including blogs, social networks, wikis, forums, and virtual worlds. Blogs, social networks, and wikis are the most common forms of social media used worldwide. Some examples of social media that are currently developing are Instagram, TikTok, Twitter, Line, Facebook, YouTube, and others.

Many students use social media, and students may open social media more often, be it Facebook, Twitter, etc., rather than opening textbooks. Then, there are quite a few extreme stages of student dependence on social media, such as waking up immediately looking for a cellphone, and opening social media (Sutrisno & Mayangsari, 2022). Personal habits or dependence on accessing social media seem wrong for students. However, this phenomenon results from contemporary society's inherent activities, which always rely on social media for its interests (information, economics, socialism, and education, for example). So, students' extreme dependence on social media cannot be avoided easily.

These two focuses (social media and interest in learning) have nothing in common philosophically. Many similar studies discuss the causes and effects of using social media for young people (students), such as research (Asyari & Mirannisa, 2022) where the use of social media TikTok has a significant impact on student growth depending on the level of use of each student. Research (Septiani & Abadi, 2022) developed a literature study discussing the pros and cons of using social media as one factor influencing students' interest in learning mathematics. Then (Hudaya, 2018), how the performance of the features available in gadgets can affect students' discipline attitudes and interest in learning. However, few scientific texts discuss how social media influences students' interest in learning when social media narratives are directed at learning content or

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statements that support social media as the primary alternative learning tool. The novelty of this research emphasizes the relationship or influence of how social media covered with learning content can actually influence students' interest in learning in an educational atmosphere. So, the researchers' interest in the discussion is strong whether social media is a degradation of students' learning interest or whether social media, which is covered with a more interactive learning development narrative, can become a momentum or gap to be injected into learning activities which are interesting to analyze. So this research has a general objective, namely to determine the effect of social media use on students' interest in learning, as well as a specific objective to analyze descriptively at the final stage the results of a simple linear regression analysis regarding the most representative instrument items in building students' interest in learning.

B. Method

The research approach uses associative quantitative, namely a parametric statistical approach, to determine the relationship between research variables (Sugiyono, 2018). The research flow from start to finish can be seen in the Research Flow as follows:

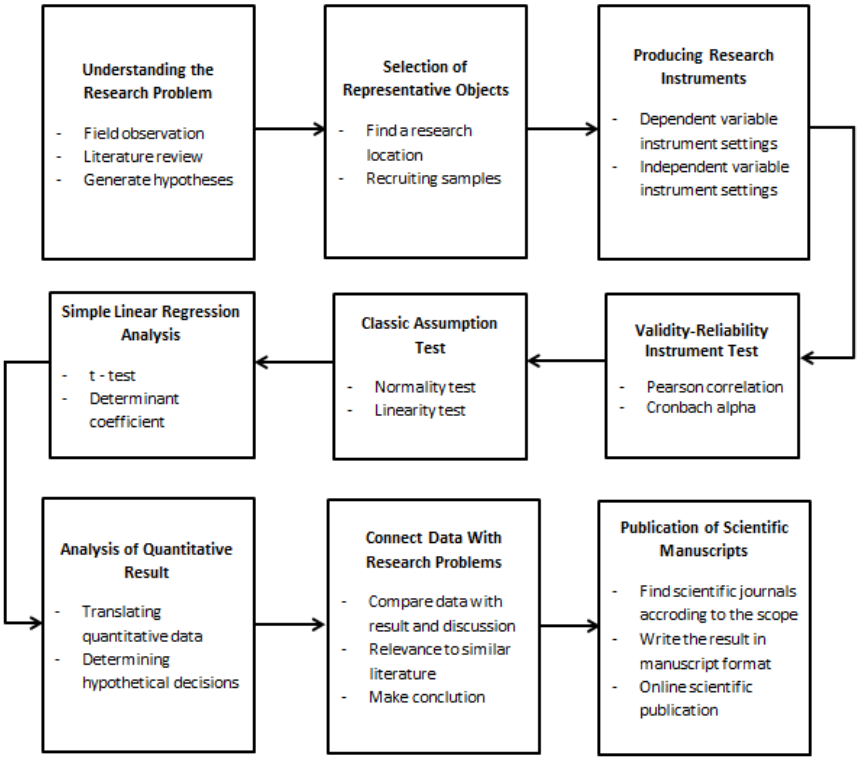

Figure 1. Research Flow

A total of 104 respondents (vocational students in DKI Jakarta) were recruited by random sampling to participate in solving research problems. The research location is at Wijaya Kusuma Vocational School. The data collection technique uses a questionnaire. A Likert scale questionnaire (1-5) was used as the main instrument consisting of a set of

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social media independent variable questionnaires with indicators: 1) means of communication, 2) access, 3) utilization, 4) video sharing, 5) photo sharing, 6) application micro-blogger with a total of 20 statements. Meanwhile, a set of questionnaires for the dependent variable interest in learning with indicators 1) feelings of enjoyment, 2) student interest, 3) student attention, 4) student involvement, 5) social friends, 6) environment, and 7) hobbies totaling 20 statement items. Next, the validity of the instrument items was tested with Pearson correlation-r, and the instrument's reliability was tested with Cronbach alpha.

The data analysis technique uses simple linear regression, which aims to determine the acceptance of the hypothesis. The research hypothesis that the researcher proposes is: "H_0: There is no effect of social media on interest in learning" and "H_a: There is an effect of social media on interest in learning". The stages in the simple linear regression analysis technique consist of a normality test, linearity test, statistical t-test, and determinant coefficient.

C. Result and Discussion

Result

Validity and Reliability Instrument Test

Table 1. Validity and Reliability Test of Social Media Instruments

Social Media Instrument					
Item	**r-count**	**r-table**	**Validity**	**Cronbach Alpha-Test**	
1	0.702	0.306	valid	k	= 20
2	0.665	0.306	valid	$\Sigma\sigma_t^2$	= 26.566
3	0.720	0.306	valid	σ_t^2	= 250.58
4	0.222	0.306	invalid	$r_{ac} = \left(\frac{k}{k-1}\right)\left(\frac{\Sigma\sigma_t^2}{\sigma_t^2}\right)$	
5	0.195	0.306	invalid		
6	0.750	0.306	valid		
7	0.628	0.306	valid	$r_{ac} = \left(\frac{20}{20-1}\right)\left(\frac{26.566}{250.58}\right)$	
8	0.793	0.306	valid		
9	0.735	0.306	valid		
10	0.806	0.306	valid		
11	0.778	0.306	valid	$r_{ac} = 0.941$	
12	0.741	0.306	valid		
13	0.812	0.306	valid		
14	0.810	0.306	valid		
15	0.735	0.306	valid		
16	0.806	0.306	valid	0.941 > 0.6 (Reliable)	
17	0.870	0.306	valid		
18	0.743	0.306	valid		
19	0.614	0.306	valid		

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20	0.663	0.306	valid	

Table 2. Validity and Reliability Test of Learning Interest Instruments

Learning Interest Instrument				
Item	**r-count**	**r-table**	**Validity**	**Cronbach Alpha-Test**
1	0.423	0.306	valid	k = 20
2	0.532	0.306	valid	$\Sigma\sigma_t^2$ = 26.778
3	0.481	0.306	valid	σ_t^2 = 265.03
4	0.694	0.306	valid	$r_{ac} = \left(\frac{k}{k-1}\right)\left(\frac{\Sigma\sigma_t^2}{\sigma_t^2}\right)$
5	0.818	0.306	valid	
6	0.779	0.306	valid	
7	0.728	0.306	valid	$r_{ac} = \left(\frac{20}{20-1}\right)\left(\frac{26.778}{265.03}\right)$
8	0.771	0.306	valid	
9	0.778	0.306	valid	
10	0.756	0.306	valid	
11	0.733	0.306	valid	$r_{ac} = 0.946$
12	0.823	0.306	valid	
13	0.867	0.306	valid	
14	0.837	0.306	valid	
15	0.877	0.306	valid	
16	0.732	0.306	valid	0.946 > 0.6 (Reliable)
17	0.593	0.306	valid	
18	0.567	0.306	valid	
19	0.678	0.306	valid	
20	0.676	0.306	valid	

Based on the analysis results in the instrument validity-reliability test table, information was obtained that in testing the validity of social media instruments, there were two invalid statement items, namely items 4 and 5, so this item will be dropped. Then, in testing the reliability of the social media instrument, the Cronbach alpha value shown was 0.941 so that the instrument could be distributed to the research population. Furthermore, the instrument for interest in learning all statement items was declared valid, and the instrument's reliability had a Cronbach alpha value of 0.946 so that the instrument for interest in learning could be distributed to the research population.

Normality Test

The normality test is used to determine the nature of the distribution of research sample data, whether it is normally or not normally distributed (Arikunto, 2018). Data normality testing uses One Sample Kolgomorov Smirnov. The assumption is that the data meets normality if the sig value stated is > 0.05. The results can be seen in the following table:

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Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Unstandardized Predicted Value	Unstandardized Residual
N		104	104
Normal Parameters[a,b]	Mean	85.5480769	.0000000
	Std. Deviation	12.57263890	6.83254702
Most Extreme Differences	Absolute	.151	.122
	Positive	.121	.122
	Negative	-.151	-.065
Test Statistic		.151	.122
Asymp. Sig. (2-tailed)		.000[c]	.001[c]
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			

In normality testing based on the analysis in the One Sample Kolgomorov Smirnov table, information was obtained about the value of Asymp. Sig. (2-tailed) listed is 0.200. This value is more significant than 0.05, so it can be concluded that the distribution of the researcher's data is normal.

Linearity Test

The linearity test uses One Way Anova using the Deviation From Linearity parameter. The data linearity assumption is met if the Deviation From Linearity value in the One Way Anova analysis is > 0.05.

Table 4. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Minat belajar * Media Sosial	Between Groups	(Combined)	18608.690	31	600.280	17.420	.000
		Linearity	16281.339	1	16281.339	472.480	.000
		Deviation from Linearity	2327.351	30	77.578	2.251	.003
	Within Groups		2481.070	72	34.459		
	Total		21089.760	103			

Based on the analysis in the Anova table, information was obtained that the Deviation From Linearity value listed was 0.352, where this value was > 0.05, so the distribution of regression data between the researcher's independent and dependent variables was linear.

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T-test

The t-test determines the influence of social media variables on the learning interest variable. Data interpretation is carried out by looking at the p-value, t-count: t-table, and the regression coefficient value of the independent variable. The p-value in the research is a significant error of 5% (0.05), and the t-value with a degree of freedom (df) of 103 is 1.983. The coefficient table can be seen as follows:

Table 5. Simple Linear Regression Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.892	4.233		1.865	.065
	Media Sosial	1.026	.055	.879	18.584	.000
a. Dependent Variable: Minat belajar						

Based on the analysis of the coefficient table, the simple linear regression equation that was formed is:

$$Y = 7.892 + 1.026_x \ldots (1)$$

The p-value in the coefficient table for the independent variable is 0.000, which is smaller than the significance value of the researcher's error of 0.05. So, Ha (alternative hypothesis) is accepted, namely that there is an influence between social media variables on interest in learning. The effect is positive with a t-count value (18.584) > t-table (1.983). The regression coefficient for the social media variable is 1.026, meaning that if the social media variable is increased by one level, the interest in the learning variable will increase by 1.026.

Determinant Coefficient

The determinant coefficient (R-Square) is used to determine the ability of the independent variable to explain the reaction of the dependent variable coefficient (increase or decrease in number) in a simple linear regression model (Ardiyata & Rochmaniah, 2023). Determinant coefficient analysis can be seen in the following table:

Table 6. Determinant Coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.879[a]	.772	.770	6.866
a. Predictors: (Constant), Media Sosial				

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Based on the analysis results in the model summary table, information was obtained that the value of the coefficient of determination (R-Square) listed was 0.772 or 77.2%. This means that apart from social media variables influencing interest in learning, the regression coefficient value of interest in learning can also be explained by variations in social media variables of 77.2%. The rest is explained by variations in other independent variables not included in the researcher's simple linear regression model.

Discussion

Reflecting on the research results, which state that the alternative hypothesis is accepted, "*there is an effect of social media on interest in learning*", as well as the nature of the influence, which has a positive sign in the t-test can reduce the contradictory side of social media as a degradation of students' interest in learning. The purpose of degradation (interest in learning) is explained in the preliminary study where "*using social media for chatting, commenting on other people's photos or statuses, scrolling, basically used for things that are less important can reduce interest in learning*" is contradictory to the interpretation of this research (Umam et al., 2023). Apart from the statistical analysis data that the researchers presented, the strong instrument items also support the perspective of "*how social media can play a role in stimulating interest in learning*", the researcher presents several valid questionnaire items which are believed to be strong assumptions in supporting the hypothesis and can explain how social media can be an alternative in increasing interest in learning:

Table 7. Social Media Questionnaire Item Excerpts

Variable Indicator Dependent	Items	Statement
Utilization	Y_7	I admit that social media provides various cutting-edge alternatives to accelerate learning.
	Y_8	There is nothing wrong if teachers use social media as a learning tool in class.
	Y_9	I feel the benefits of social media in supporting my study routine.
	Y_10	I agree that social media is used to achieve learning achievement
Micro Blogger Application	Y_18	I like following social media accounts (Instagram, Twitter, Facebook) that discuss science.
	Y_19	Interest in learning can be grown if our social media is filled with information and knowledge.
	Y_20	I agree that if schools allow students to access social media to accelerate learning activities in class.

Table 7 contains information regarding the attitude scale statement items to explain how social media is a gap in generating interest in learning. The attitude scale (Likert) that the researchers compiled is relevant to (Nurhasanah & Sobandi, 2016) that interest is not only a factor driving knowledge but also a factor driving attitudes, and the statements

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arranged in the table are a manifestation of the total score of items categorized as very good from 104 respondents.

The results of the regression coefficient for the constant interest in learning variable are shown in the coefficient table, namely 7,892. However, social media as an independent variable is present and functions in a positive linear fashion, increasing the coefficient of 1,026 for interest in learning. This means that in this research, social media was not proven to be degrading but instead became a gap to arouse students' interest in learning, which contradicts research (Hudaya, 2018; Umam et al., 2023). Social media is not a variable that must be avoided because social media is truly present in the educational atmosphere of this century. So when learning is an effort to obtain changes in overall behavior as a result of an experience in interacting with the environment (Arbah & Wilson, 2023), then the compilation of social media (Tiktok, Facebook, Twitter, for example) is also an "*environmental*" factor and an entity Schools must also be adaptive to this in order to advance education.

The results of this research are relevant to research (Vidyastuti et al., 2022) where a compilation of the use of TikTok social media can increase students' interest in learning such as 1) Making it easier for teachers to motivate their students, 2) Learning using the TikTok application can also be done with learning. Long distance, 3) Teachers are closer to students, 4) Makes it easier for teachers to deliver learning material, 5) According to the Independent Learning policy, this is one of the teacher's steps towards transitioning the education system to the 5.0 era. These fibers (conclusion of this research) can support how social media significantly influences interest in learning. Furthermore, the percentage coefficient determining interest in learning which can be explained by 77.2% by social media variables is supported by several studies in the last decade such as; 1) the use of books makes you bored, so technology plays a role in ensuring that high interest in learning continues to exist and encourages changes in interactive learning media to be actualized (social media for example (Septiani & Abadi, 2022), 2) the results of naturalistic observations found that accessing Facebook was in a state online to support classroom learning as an alternative way of learning is possible (Mutia et al., 2016), 3) social media features of educational messages can be packaged more systemically in both physical and virtual packages, which are no longer limited by the dimensions of space or time, so they can be accepted by students well, quickly and widely, as well as creating education that is fun, flexible in the dimensions of time, space, and develops the potential of individual students (Yasinta & Fernandes, 2020), 4) social media positively helps increase students' interest in learning , because the use of social media, especially TikTok social media, allows children to play while learning (Asyari & Mirannisa, 2022).

D. Conclusion

The conclusion of this study accepts the alternative hypothesis, namely that social media has a positive and significant effect on the learning motivation of vocational students in DKI Jakarta. This result is proven by obtaining a simple linear regression test

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where the research significance value is <0.05, the influence is positive, as proven by t-count>t-table, and the determinant coefficient is 77.2%.

The results of this research have implications for convincing academics that "*there is a gap or opportunity for how social media can be a good momentum to accelerate students' interest in learning in the future*". Of course, this depends on all societal entities, academics, education administrators, and the government as the leading locomotive to control social media as an alternative to learning and make strong efforts to minimize negative attitudes from the wrong use of social media among students.

The possibilities of social media exist as the latest fibers or instruments to be executed by teachers and students in an educational atmosphere. So, the suggestion for future research is to conduct quasi-experiment type research where the research concept uses several alternative social media (which are covered with several certain subjects) as a treatment in learning so that it is possible to see how students' learning motivation develops and adapts in the present.

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