

# The use of Social Media on Learning Interest Based on Education Level: Which is More Influential?

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## ABSTRAK

**Abstrak:** Media sosial saat ini banyak digunakan siswa, mulai dari tingkat sekolah dasar sampai perguruan tinggi. Akan tetapi, banyak juga siswa yang tidak menggunakan media sosial dengan baik. Penelitian ini bertujuan untuk menganalisis pengaruh penggunaan media sosial terkait minat belajar siswa dari jenjang sekolah dasar sampai perguruan tinggi. Penelitian ini menggunakan metode meta analisis dengan pendekatan kuantitatif yang mana peneliti melakukan proses secara sistematis dengan identifikasi, menyeleksi, dan menilai dengan kritis penelitian-penelitian sebelumnya yang dianggap cukup relevan. Data yang diambil sesuai dengan kriteria inklusi dan eksklusi database perinduk jurnal. Data yang diperoleh diolah menggunakan perangkat lunak JASP. Hasil penelitian menunjukkan ada pengaruh sebesar 0,57 (efek sedang). Berdasarkan jenjang pendidikan pada tingkat Sekolah Dasar sebesar 0,7 (efek sedang), Sekolah Menengah Pertama sebesar 1,02 (efek tinggi), Sekolah Menengah Atas sebesar 0,38 (efek kecil), dan pada Perguruan Tinggi sebesar 0,44 (efek sedng). Persentase yang paling tinggi ada pada jenjang Sekolah Menengah Pertama dibandingkan pada jenjang Sekolah Dasar, Sekolah Menengah Atas, dan Perguruan Tinggi. Kontribusi penelitian ini adalah penelitian ini dapat dijadikan sebagai pilot project pengembangan model penggunaan media sosial bagi hasil belajar siswa.

**Abstract:** Social media is currently widely used by students, starting from elementary school to college level. However, there are also many students who do not use social media properly. This study aims to analyze the effect of social media use on students' interest in learning from elementary school to college levels. This study uses a meta-analysis method with a quantitative approach in which the researcher conducts a systematic process by identifying, selecting, and critically assessing previous studies that are considered quite relevant. Data were taken in accordance with the inclusion and exclusion criteria of the journal index database. The data obtained were processed using JASP software. The results showed an effect of 0.57 (moderate effect). Based on the level of education at the elementary school level was 0.7 (medium effect), junior high school was 1.02 (high effect), high school was 0.38 (small effect), and at university was 0.44 (medium effect). The highest percentage was at the junior high school level compared to the elementary school, senior high school, and university levels. The contribution of this study is that this research can be used as a pilot project to develop a model of using social media for student learning outcomes.



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## A. INTRODUCTION

Social media is often referred to as social media is a digital device or platform that facilitates as a means used to interact with others even at a distance. Social media is also often used as a medium to load content containing writings, videos and photos to interact with or carry out social activities with virtual communities according to

(Arisanti & Subhan, 2018); Sarifah et al., 2022; Arbah et al., 2023). One of the social media that is currently often used by students is tiktok, according to (Habibah & Putri, 2023; Christina, 2023) that social media users, more precisely in elementary school children, currently use tiktok a lot and affect the attitudes and behavior of students who like songs that are not suitable for their age, students do not focus on learning and even the assignments given are not done, this results in low student learning outcomes due to a lack of student interest in learning.

Interest in learning is a sense of student interest in something or learning activities without coercion from anyone. Student learning interest is not only in students who like the learning being done but how the attitude, motivation and involvement of students with the material they like. If students like the learning, then surely the students will be diligent in following the learning and vice versa. According to (Sukreni et al., 2015; Rahma Amadea Septiani & Abadi, 2022; Syahrani et al., 2023) that student interest in learning can also be influenced by friends, the environment, personality and the material being taught or learned. Friends are very influential in student interest in learning, if you hang out with friends who are not interested in learning it will definitely affect the student's personality, these students will often be influenced by their friends or environment According to (Hadiah Tullah et al., 2022). According to (Relwandani et al., 2023; Farhan Amnan Mullisi & Agung Setyawan, 2022) that interest in learning is not only in lessons but in entrepreneurship is also very important.

Many authors have discussed social media at this time. Social media has a lot of influence on students, some have a positive effect and some have a negative effect. Many students abuse social media or social media today, social media is not used. Students' low interest in learning can be influenced by the misuse of social media today. According to (Oktaviana et al., 2018) that the use of social media also needs parental supervision so that students' interest in learning increases, according to (Hudaya, 2018); Nasution et al., 2021) that social or gadgets can affect students' lack of discipline, (Hidayatuladkia et al., 2021; Ramdani et al., 2021); Amalia & Gumindari, 2023). According to (Boateng & Amankwaa, 2016; Firman et al., 2020) that social media users are more women than men in higher education.

According to (Nugraha, 2020) that the use of google classroom learning increased student interest in learning by 14.26%. According to (Wasa et al., 2019; Praditasari et al., 2019) that interest in learning is also influenced by peers. Associations with peers also greatly affect student interest in learning. According to (Mariani et al., 2022) that students' interest in learning has decreased since online learning during the covid season is the same as (Sunami & Aslam, 2021; Sarifah et al., 2022; Sahlan & Sihombing, 2022). According to (Fatokun, 2019) that respondents' interest increased by 67.5% when using social media for learning. According to (Farhan Amnan Mullisi & Agung

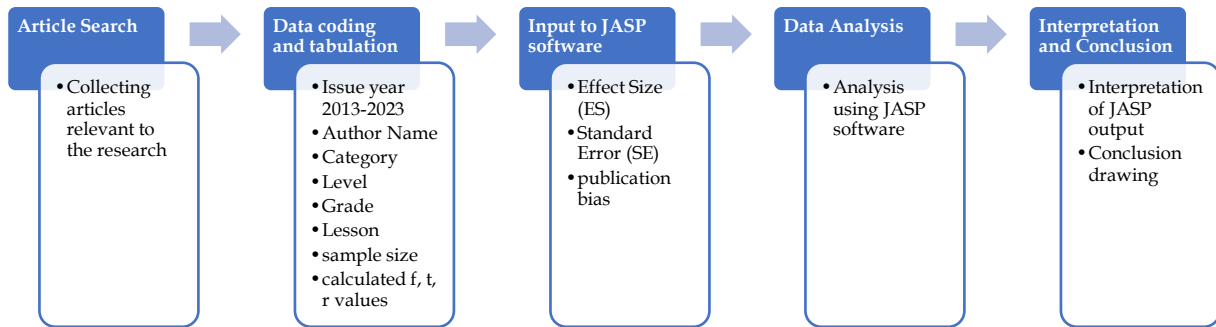
Setyawan, 2022) that female students' learning interest is smaller than male students' learning interest with a student answer presentation of  $61\% < 68\%$ .

Social media and interest in learning have a mutual effect on student learning. Students who can use social media well can be a positive influence on student learning and can increase student interest in learning. Likewise, on the other hand, if students who use social media or gadgets owned in things that are less useful such as becoming addicted to playing games to forget to do activities that should be done and even forget their school lessons then the student has clearly lacked interest in learning. According to (Fitri et al., 2022; Lahatje et al., 2023) that smartphones have a positive effect on student interest in learning. According to (Yasinta & Fernandes, 2020; S. Sihombing et al., 2022; Shofiya Launin et al., 2022) that Wordwall online games have an effect on increasing student interest in learning, according to (Muskita & Muskita, 2022; J. R. Sihombing et al., 2022) that using social media simultaneously has an effect on student interest in learning.

Based on some of the research results described above, the authors are interested in examining research on social media and student interest in learning with the title "Study of Social Media Use on Learning Interest Based on Education Level: Which One is More Influential?", because there are not many researchers who discuss specifically related to the title that will be discussed by the author. The research was conducted in order to find out how much influence social media currently has on student interest in learning at the elementary school to university level. As we already know from previous researchers that most of those who use social media today are teenagers such as students and college students, but not a few children of elementary school age today use social media and some even use social media not in accordance with their interests. Researchers want to know how much impact social media has on student interest in learning.

## **B. METHODS**

The method used by the author in this study is quantitative meta-analysis type data where the author conducts a systematic review where one of the literature review methods formulates questions from research using a systematic method of identifying, selecting, and critically assessing previous studies that are considered quite relevant in the research to be carried out and collecting and analyzing the data included in the literature review, so that the process of the review has a clear, comprehensive, transparent picture. quantitative research is research conducted by researchers Sihombing et al. (2022), while meta-analysis research was conducted by researchers (Kurniawati, 2020). The research steps are as in Figure 1.



**Figure 1:** Research flow diagram

Articles searched from multiple databases had to match the inclusion and exclusion criteria and were collected in a code sheet in Microsoft Excel to facilitate statistical analysis of the meta-analysis followed by determining the effect size (ES) and Standard Error (SE) values. To determine which studies were eligible for systematic review with meta-analysis, two criteria were used: inclusion criteria (eligibility criteria) which refer to the characteristics of the study related to the population (education level, focus area, and moderator variables), as well as variables related to "Social Media Influence", "Social Media" or "Student Learning Interest" and the desired study design (systematic review and meta-analysis). Inclusion criteria referred to the publication characteristics in terms of year (research published 2013-2023), language (Indonesian and/or English), and type of publication (article, journal, thesis), as well as exclusion criteria. Obtain articles that can be used for meta-analytic statistical analysis from articles retrieved based on the inclusion criteria. Exclusion criteria are the presence of research data in the form of sample size (N), percentage of each error size, effect size (ES) value, and standard error (SE) (Nurhalimah et al., 2022). The formula for finding the effect size (ES) and Standard Error (SE) value is if the F value is known then it is converted to the t value with the formula.

$$F = t^2 \quad (1)$$

$$t = \sqrt{F}, \quad (2)$$

$$r = \frac{t}{\sqrt{t^2 + N - 2}}, \quad (3)$$

$$ES = 0,5 \times \ln \frac{1+r}{1-r} \quad (4)$$

$$SE = \sqrt{\frac{1}{N-3}} \quad (5)$$

If the f value is known, it is first converted to a t value using formula (1) or (2). Then the t value is converted into an r value using formula (3). After the r value is known, you can directly find the ES value using formula (4) and to find the SE value using formula (5).

To achieve the goal of high-quality systematic reviews and meta-analyses, the main study selection process went through four stages, namely: (1) identification, (2) screening, (3) eligibility, and (4) inclusion. Thus, this systematic review and meta-analysis study used these stages in selecting studies. Articles that met the criteria were coded into key information or data that would be used in the meta-analysis process. The data or information includes the range of publication years 2013-2023, study name, category, language, question type, material, number of questions, number of students, level, score. In meta-analysis research requires statistical data that must be completed such as the number of research samples (N), ES value, and SE) by using the formula to find the value of Effect Size (ES) and Standard Error (SE) which has been described based on the ES of each study. In this meta-analysis, researchers used JASP 0.16.0.0 software which is free, flexible, and open-source. To use JASP, prepare the effect size (ES) and standard error (SE) data which were first calculated semi-manually using the Microsoft Excel program and saved as CSV files (Macintosh). Effect size is the main unit of meta-analytic research that describes the magnitude of the effect, correlation, or relationship between two variables (Suparman et al., 2021). The range and categories of possible effect sizes (ES) are presented as in Table 1.

**Table 1.** Intervals and Effect Size Categories

No	Interval	Category
1	< 0.15	Ignored
2	0.15 - 0.40	Minor effect
3	0.40 - 0.75	Medium effect
4	0.75 - 1.10	High effect
5	1.10 - 1.45	Very high effect
6	> 1.45	Outstanding

Table 1 presents a range that displays the effect size value categories to determine the practical significance of research results as a measure of the degree of correlation or difference between one variable and another. To determine the completeness of the data analyzed, publication bias is indicated, if the ES value in the rank correlation test is greater than 0.01 then there is no indication of publication bias. This means that the data used is truly representative of the current population.

### C. RESULTS AND DISCUSSION

The process of selecting studies in systematic reviews and meta-analyses is presented in the systematic review flow where one of the literature review methods formulates the research question using a systematic method of identifying, selecting, and critically assessing previous studies that are considered quite relevant, data taken from Google Scholar as much as 50 data, will be described based on Figure 2.

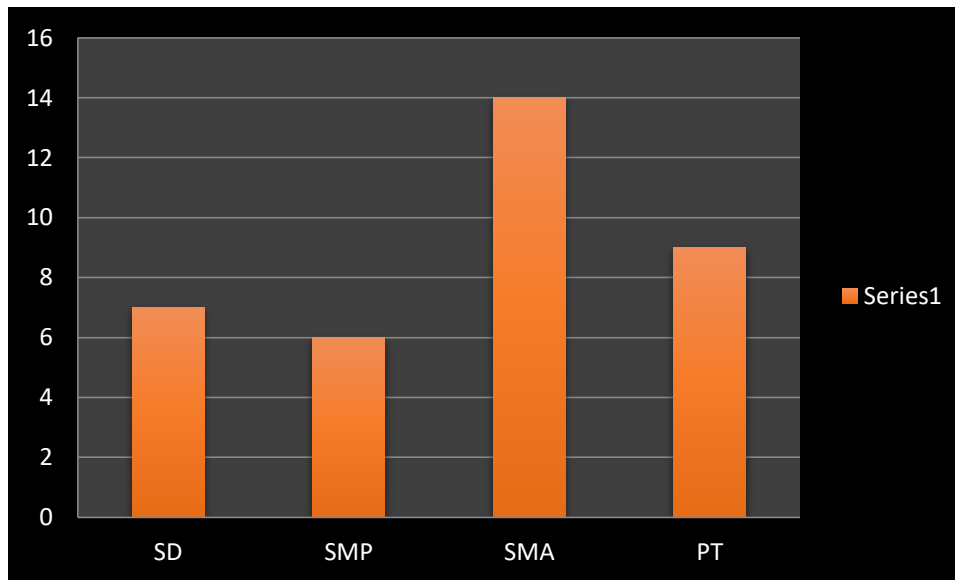


Figure 2. Distribution of Data Tiers

Based on Figure 2, there are 36 complete data that will be used from 50 collected data. With 50 articles collected, there were 36 articles that met the inclusion and exclusion criteria. The results of the calculation of the Effect Size (ES) and Standard Error (SE) values were calculated manually with Microsoft Excel in accordance with Table 2.

Table 2. Effect Size (ES) and Standard Error (SE) Results

Studies	Year	Level	N	ES	SE	Category
Study 1	2015	SMA	126	0,186	0,090	Small effect
Study 2	2016	PT	300	0,331	0,058	Minor effect
Study 3	2016	PT	273	0,110	0,061	Ignored
Study 4	2018	SMP	350	0,074	0,054	Ignored
Study 5	2018	SMA	16	0,229	0,277	Small effect
Study 6	2019	SMA	202	0,218	0,071	Small effect
Study 7	2019	PT	50	0,002	0,146	Ignored
Study 8	2019	SD	100	0,302	0,102	Small effect
Study 9	2019	SMA	41	0,527	0,162	Moderate effect
Study 10	2020	SMP	55	2,249	0,139	Outstanding
Study 11	2020	SD	53	0,436	0,141	Medium effect
Study 12	2020	PT	60	0,814	0,132	High effect
Study 13	2020	SMP	68	1,199	0,124	Very high effect
Study 14	2020	PT	65	1,946	0,127	Excellent
Study 15	2020	SMA	62	0,693	0,130	Moderate effect
Study 16	2021	SD	64	0,046	0,128	Ignored
Study 17	2021	SD	25	0,917	0,213	High effect
Study 18	2021	PT	100	0,164	0,102	Small effect
Study 19	2021	SD	30	0,745	0,192	Medium effect
Study 20	2022	PT	154	0,432	0,081	Medium effect
Study 21	2022	SMA	36	0,556	0,174	Medium effect
Study 22	2022	SMP	46	0,904	0,152	High effect

Study 23	2022	PT	25	0,070	0,213	Ignored
Study 24	2022	SMA	42	0,667	0,160	Medium effect
Study 25	2022	PT	154	0,052	0,081	Ignored
Study 26	2022	SMA	50	0,509	0,146	Moderate effect
Study 27	2022	SD	15	1,467	0,289	Outstanding
Study 28	2022	SD	34	1,237	0,180	Very high effect
Study 29	2022	SMP	34	1,474	0,180	Outstanding
Study 30	2023	SMA	70	0,265	0,122	Small effect
Study 31	2023	SMA	167	0,383	0,078	Small effect
Study 32	2023	SMA	31	0,407	0,189	Moderate effect
Study 33	2023	SMA	132	0,039	0,088	Ignored
Study 34	2023	SMA	64	0,255	0,128	Small effect
Study 35	2023	SMP	65	0,264	0,127	Small effect
Study 36	2023	SMA	58	0,587	0,135	Medium effect

Table 2. shows the calculation value of ES and SE from 36 articles that were collected. to continue data analysis using JASP software version 0.16.0.0, the first thing to do is activate JASP by double-clicking the program. Then make settings in the JASP program, after making the settings, the main part of the JASP software will appear and to perform meta-analysis, select the main show menu in the upper left corner then click open and select the location where the file has been saved, the file is stored in CSV form (Macintosh), then click open then the data will appear in the JASP software and select the classical meta-analysis menu. Move each data into the available columns on the right according to its place such as studies in the study column, ES in the Effect Size column and SE in the Effect Size Standard Error column. The research used by the author, namely the restricted ML model (random effect model), can be selected in the method column to detect the occurrence of biased publications or not, click statistics data and diagnostics-check all existing menus, then the JASP output results will appear as presented in Table 3.

**Table 3.** Output JASP Coefficients

Coefficients	Estimate	Standard Error	z	p	95% Confidence Interval	
					Lower	Upper
Intercept	0.567	0.090	6.269	< .001	0.390	0.745

*Note.* Wald test.

From Table 3, we can see that the p value is smaller than 0.05%, so it can be said that our hypothesis is accepted, namely “the effect of using social media on student interest in learning” then the estimate value is 0.567 where the estimate value is also classified as strong. In addition, we can see whether the research or data we take on the internet includes publication bias or not. We can see in Table 4.

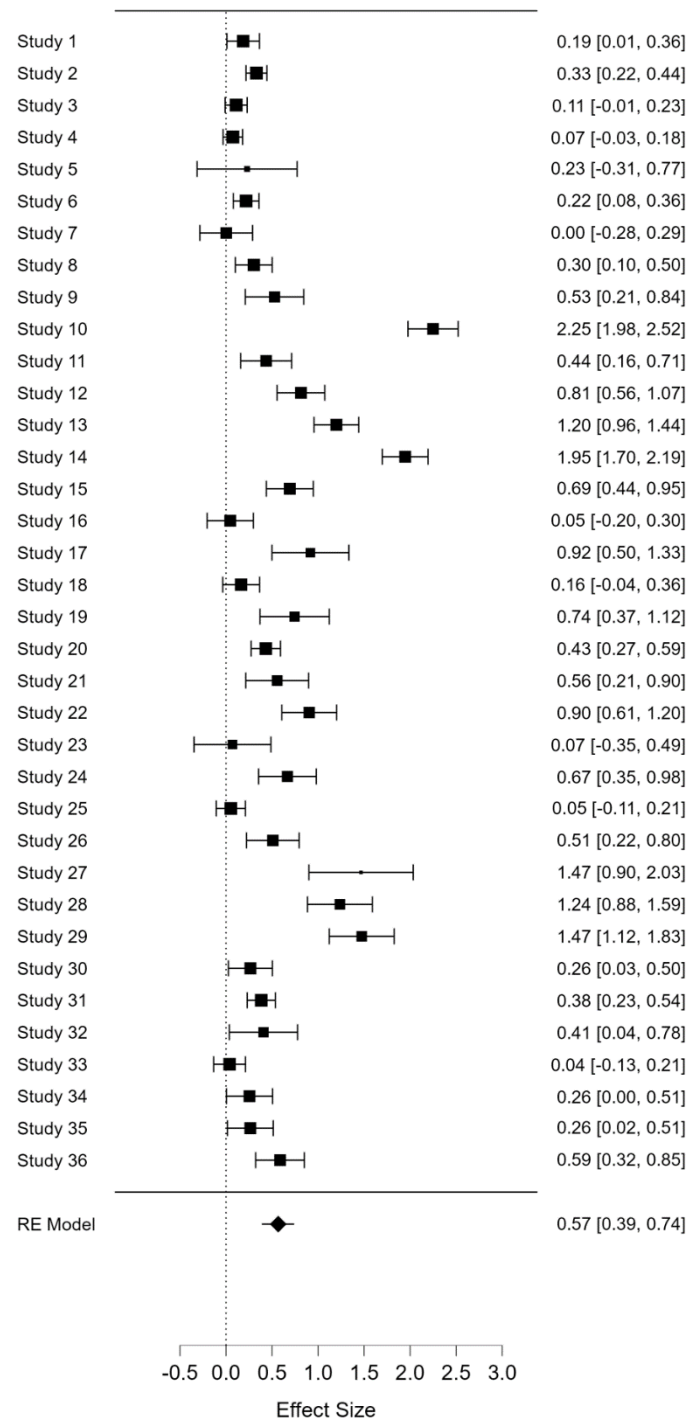
**Table 4.** JASP Output Bias Test

**Rank correlation test for Funnel plot asymmetry**

	Kendall's $\tau$	p
Rank test	0.388	< .001

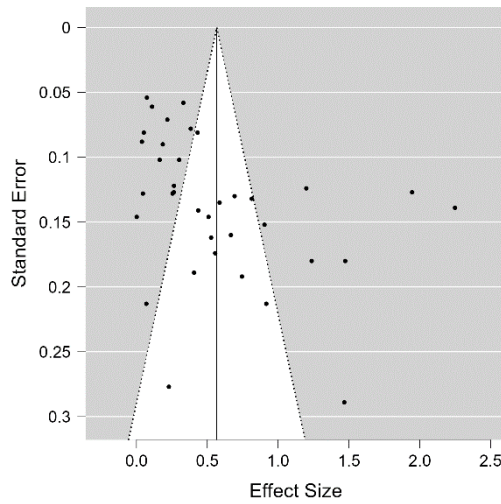
From Table 4, the JASP output obtained a Kendalls's value of 0.388 which shows the large correlation coefficient between effect size and variance and a p value of less than 0.005, so the data used is not indicated to be biased. The distribution of JASP output can also be seen in Figure 3.





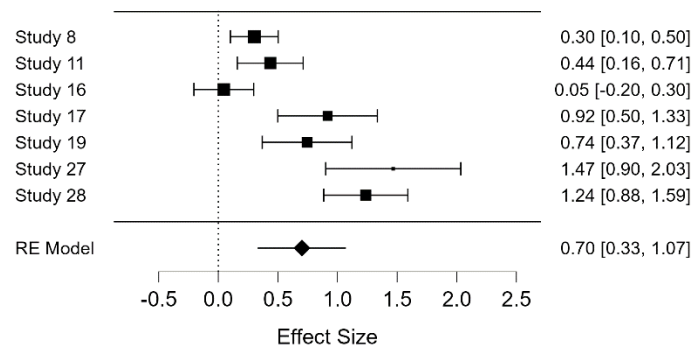
**Figure 3.** Output JASP RE Model

From Figure 3, the JASP output obtained a model RE value of 0.57 (moderate effect), which means that the level of influence of the use of social media on student interest in learning from all levels from elementary school to university with a moderate effect category. The distribution of data can also be seen in the JASP output in Figure 4.



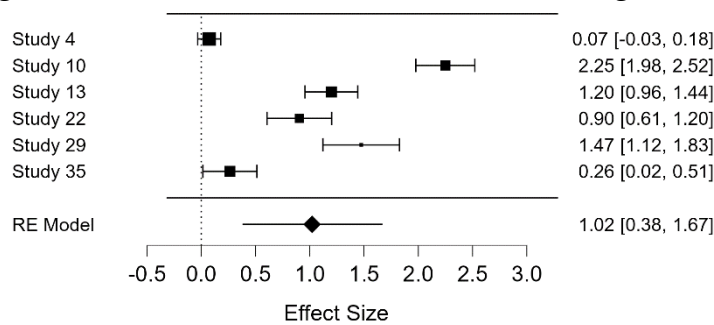
**Figure 4.** Output JASP Funnel Plot

Based on the publication plots in Figure 4, it can be seen that there are no missing studies marked by open circles, all circles are closed. In detail at the elementary school level can be seen in Figure 5.



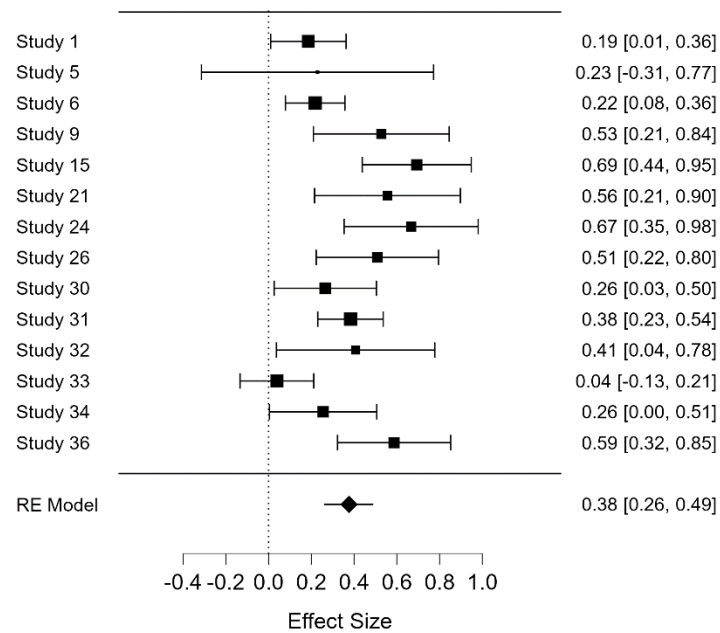
**Figure 5.** Primary School Level JASP RE Model Output

Based on Figure 5, there is an RE Model value of 0.70 (moderate effect) which means that the level of influence of the use of social media on student interest in learning at the elementary school level is categorized as a moderate effect. Furthermore, the level of categories from junior high school to university level respectively using JASP RE Model software can be seen in Figure 6 - Figure 8.



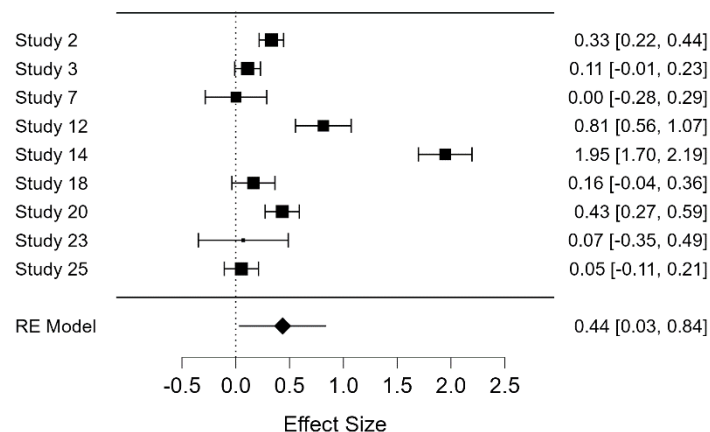
**Figure 6.** JASP RE Model Output at Junior High School Level

From Figure 6, there is an RE Model value of 1.02 (high effect), which means that the level of influence of social media use on student interest in learning at the junior high school level is categorized as a high effect.



**Figure 7.** JASP RE Model Output at Senior High School Level

In Figure 7 there is an RE Model value of 0.38 (small effect) which means that the level of influence of the use of social media on student interest in learning at the Senior High School level is categorized as a small effect.



**Figure 8.** JASP RE Model College Level

Based on Figure 8, there is an RE Model value of 0.44 (moderate effect), which means that the level of influence of social media use on student interest in learning at the tertiary level is categorized as a moderate effect.

Figure 3 shows that the jasp output result of the effect of using social media on student interest in learning from all levels is 0.57 (moderate effect). This study is also in line with the results of research from Agustiah et al. (2020) with a percentage of 25% unable to use social media properly. From Figure 4 we can see that there is no missing research data because all the circles are closed and not open. Figure 5 JASP output results there is an effect at the elementary school level of 0.70 (moderate effect). The

results of this study are also in line with the results of researchers Putri et al. (2023) with a percentage of 68.7%. Figure 6 shows the results of JASP output at the junior high school level with a result of 1.02 (high effect). Relevant previous research results at the junior high school level from research Dewi et al. (2022) with a percentage of 79.5% and researchers Mariani et al. (2022) with a percentage of 62%. Figure 7 shows the results at the senior high school level of 0.38 (small effect). Relevant results can also be seen from research Ahmad et al. (2020) with a percentage of 36% and research from Asyari & Mirannisa (2022) of 34%. Figure 8 shows the results of the university level with a jasp output of 0.44 (medium effect). Relevant results can also be seen from research Angraini & Ubidia (2022) of 40.7% and research from Hardono et al. (2019) of 33.8%.

#### D. CONCLUSIONS AND SUGGESTIONS

This research is used to analyze the effect of social media use on student interest in learning. Based on the level of education from elementary school to college from the data that has been analyzed, there is an influence on the use of social media related to student interest in learning as a whole of 57%. Furthermore, based on the level of elementary school by 70%, junior high school by 102%, high school by 38%, and college level by 44%. The largest percentage is at the junior high school level with a percentage of 102% and the lowest is at the senior high school level of 38%. From the results of the analysis obtained where the percentage level is still quite high, supervision is still needed in using social media. Supervision is not only carried out by teachers at school but students also need to be supervised when outside of school such as at home, parents play a very important role in overseeing student development, because students spend more time at home than at school.

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