THE EFFECT OF SOCIAL MEDIA ON THE SECOND YEAR STUDENT'S ACADEMIC ACHIEVEMENT IN STKIP MUHAMMADIYAH MUARA BUNGO

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ABSTRAK

Artikel ini bertujuan untuk menganalisis pengaruh penggunaan social media terhadap pencapaian akademik mahasiswa.Metode yang digunakan dalam penelitian ini adalah metode survey.sasaran dari penelitian merupakan mahasiswa dari prodi pendidikan guru sekolah dasar semester 2.Dalam melaksanakan penelitian ini,peneliti mengadopsi Kendall's coefficient of concordance serta instrumen yang digunakan untuk menganalisa adalah factor analisis. Survey yang dilaksanakan dalam bentuk deskripsi atau penjelasan popolasi secara quatitative yang diperoleh dari proses pengumpulan data.Data yang diperoleh kemudian dianalisa menggunakan SPSS.Dari hasil penelitian ini ditemukan bahwa mayoritas mahasiswa menggunakan whatsapp dan facebook untuk berkomunikasi dengan rekan mereka serta tempat untuk menambah pertemanan.Kemudian, dari hasil penelitian diperoleh juga berbagai effect negative penggunaan social media antara lain, kebanyakn mahasiswa terlambat mengumpulkan tugas, malas belajar serta rendah nya nilai akademik karena mahasiswa terlalu banyak menghabiskan waktu bermain social media.Akan tetapi, ditemukan pula pengaruh positif dalam menguugankan social media anatara lain menginkatkan kemampuan membaca dan minat membaca mahasiswa.Kemudian,mahasiswa juga dalam berbagi ide,berdiskusi serta menambah pergaulan melalui social media.

Kata Kunci : pengaruh, pencapaian akademik, social media

ABSTRACT

The aim of the study was to analyze the impact of social media on the student's academic achievement. The survey research method was used. Subjects were drawn from the second year students of Elementary Teacher Education Department in STKIP Muhammadiyah Muara Bungo The researcher adopted Kendall's coefficient of concordance and factor analysis as analytical tools for the study. A survey design provides a quantitative description of the population that is

sampled through the data collection process. The study also employed the questionnaire as the data collection instrument for the study. The Statistical Package for Social Sciences (SPSS) was used to analyze the data collected. The descriptive analysis tools in the SPSS were employed to develop tables and frequencies which were constructively analyzed. The result revealed that majority of respondents used whatsapp and facebook to find new friends and application for communication. Furthermore, majority of respondents experienced negative effects such as late submission of assignment, less study time and poor academic achievement due to the heavy participation on social media networks. Therefore, there were cases where others experienced improvement in their reading skill as a result of participation on social media networks. Also respondents shared ideas, discussed and shared examination among them on social media network.

Key words : Social media network, effect, academic achievement

INTRODUCTION

The increased use of Social Networking Websites has become an international Phenomenon in the past several years. Social networking site provides web-based application platforms for building social networks or social relations among individuals that shared interests or activities to interact via the internet or e-mail and now even with use of mobile phones (Baruah, 2012). What started out as a hobby for some computer literate people has become a social norm and way of life for people from all over the world (Boyd, 2007)G . Teenagers and young adults have especially embraced these sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (Bod, 2007). This implies that, social networks are developed to provide an avenue for friends, relations and even students to interact in order to share common interests and ideas.

Social network applications have now been migrated from the computer to the mobile phone, network information and communication can be integrated into the public space and these new services developed for mobile phones allow users to create, develop, and strengthen their social ties (Humphreys, 2010).An interesting aspect of social media is that, it is not limited to desktop or laptop computers but could be accessed through mobile applications and smart phones making it very accessible and easy to use. These social networks services include Instagram, Facebook, Twitter, Path and so on and so forth.

According to Boyd & Ellison (2007), "Social networking sites are web-based services that allow individuals to construct a public or semi-public profile within

a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system". These sites are used to interact with friends, peers and others that are found in groups on these sites. The sharing of information ranges from news, debates, gossips, feelings or statement of mind, opinions, research etc. There have been a lot of debates on various platforms and media as to the impact that social media has on society and specifically, its effect on education. Some of these studies found a drop in students' grades and academic achievement, and lack of time for studies as consequences of social media network participation (Banquil et al, 2009; Kirschner and Karpinski, 2010; Ndaku 2013).

A number of studies have been conducted to find out the impact of social media on academic achievement of students. According to Ito et al. (2009), teens use these technologies for a number of positive activities, which include delving deeper into interest-driven communities and participating in various activities. Ahn (2011) adds that "Social Network provides a platform for the youth to participate in communities that help them to learn, and practice skills within a particular knowledge area". Similarly, a study by Fishman et

al (2005), also indicated that college students produce tremendous volume of writing through various social media tools such as blogs, emails and other social media environments. Conversely, Banquil et al. (2009), found a continuing drop of grades among students who use social networking sites.

This was supported by Kirschner and Karpinski (2010), who found a significant negative relationship between Facebook use and academic achievement. They concluded that students who use Facebook spend fewer hours per week studying on an average than Facebook non users and this resulted in lower mean grade point averages (GPAs). Junco (2012), examined the relationship among numerous measures of frequency of Facebook use with time spent preparing for class and overall GPAs. Hierarchical linear regression analysis from the 5 study by Junco (2012), indicates that time spent on Facebook was strongly and significantly negatively correlated with overall GPA.

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2010; Ndaku, 2013). On the other hand, Pasek et al. (2006) "stated that a site-specific culture can both 6 positively and negatively affect the building of social capital and found that Facebook usage is not positively associated with lower grades of students and rather Facebook users scored higher grades". Kolek and Saunders (2008), did not find any correlation between GPAs of student users and social network participation such as Facebook. Rather social network sites (SNS) promote interactions among students and teachers (Ahmed & Qazi, 2011).

Preliminary investigation and interviews with some teachers and students revealed a number of challenges in relation to student's participation on social media networks. These included a high addiction rate among students which affects their time of study, students spend a lot of time on social networking sites than in their academic activities and this affects their academic achievement. Social networking sites have also been in the center of concern for many parents because of safety concerns and/or risks (Tynes, 2009). Other parents just simply do not want their children staring at the computer too long. The risks and dangers of teen Internet usage are constantly flooding television shows, newscasts, and magazines, always warning parents to educate parents on teen Internet behaviors (Tynes, 2009).

None of studies in relation to social media have been conducted in MuaraBungo. Since there's no study have been conducted in STKI Muhammadiyah MuaraBungo, the researcher finds it necessary to conduct this study on the role social network participation plays in the achievement of students in Senior High Schools. The researcher believes this will add a new dimension and also fill the research gap between basic and tertiary institutions in terms of the effect of social media on students' academic achievement.

This study investigated social network sites and their usage among second year student of PGSD of STKIP Muhammadiyah MuaraBungo and the study examined the effects of social network participation on the students' academic achievement. According to Boyd & Ellison (2007), "Social networking sites are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system". Helou and Rahim (2010), also defined online social networks (OSNs) "as virtual communities which allow people to connect and interact with each other on a particular subject or to just "hang out" together online. Social media sites around the

globe provide users with a number of options to interact with each other through entertainment, chats, gossips, and games". Through these social network platforms students are able to meet to interact with each other on various topics and interests Davis et al (2012), refer to social media technology (SMT) as "web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated or existing content in digital environments through multi-way communication".

Popular social network platforms on mobile and web applications include Facebook, Twitter, YouTube, Whatsapp, Instagram, path, BBM etc. These platforms have specific roles, functions and modes of communication although their functions are mostly related. This relates to the definition by Kaplan and Haenlein (2010), who defined Social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content".Ayiah and Kumah (2011) summed up the definition of social network as a web platform where people from different settings can connect and interact with each other.

Social networks have become an integral part of student social life (Tavares, 2013). These networks have become important as they serve as platforms for users to interact and relate with their peers. Social networks are now been seen as learning platforms or communities that could be utilized to enhance student engagement and achievement. A number of researchers have found several positive outcomes in online community engagement among students and their peers. A study by Tiene (2000), showed that "written communication on cyberspace enables students to take part in discussions at a time convenient to them and articulate their ideas in more carefully thought-out and structured ways.

In support of Tiene's (2000) findings, Deng and Tavares (2013) also concluded that "Web-based discussions can contribute to the development of students' reflective ability and critical thinking skills. Also, compared to face-to-face (F2F) interaction, students are more willing to voice their views or even disagreement and are more attuned to others' opinions in online discussions". According to Apeanti and Danso (2014), students believed that it would be fun for their lecturers to use social media. Also, their grades would be better if they could contact lecturers through social media and lecturers should hold lecture hours on social media. This was revealed in their study among students of the University of Education, Winneba.

A number of researchers have outlined a number of

student benefits in relation to education as a result of social network participation. Yunus et al. (2012), indicates that students gained more vocabulary and improved their writing skills as a result of their participation on social networks such as Facebook and Twitter. Asad, Mamun and Clement (2012) stated the exchange of assignments, resources and discussions on academic work and other issues on social networks among students. According to Salvation and Adzharuddin (2014), students are able to formulate group discussions to exchange ideas and communicate to their teachers as well as appeal to their friends about assignments on SNSs. They indicated that teachers share course related materials with their students and create student groups to collaborate on projects and communicate with their fellow lecturers from other universities through SNSs, thus facilitating teaching and learning process and the enhancement of academic achievement. English and Duncan-Howell (2008), also used Facebook as a tool to enhance peer support among business education students during their training programme and detected that students' exchanges were mostly of the affective type facilitating group cohesiveness through encouragement and support.

There have been mixed reactions from academics and researchers with regard to the impact of social networks and how they affect academic achievement. Studies have found that the participation of students and young people on social networks may have both positive and negative impact on their studies and for that matter their academic achievement. Tuckman (1975) defined achievement as "the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the achievement of a student". Hence, their academic achievement must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational achievement. According to Mehmood and Tawir (2013), the use of technologies such as social media networks and the Internet is one of the most important factors that can influence educational achievement of students positively or adversely".

A study conducted by Roberts and Foehr (2008), in the United Studies about student extracurricular activity, rather suggested that new media, such as Facebook, Twitter etc. replace or enhance other leisure activities, but do not take away time from the youth. In other words, they were of the view that the time spent by students on social network sites is the same time that normally use for extracurricular activities and therefore do not take away their

productive time for studies. Negussie and Ketema (2014), study in Ethiopia also indicated that there is no significant relationship between times spent on social networks such as Facebook with students'.

METHODOLOGY

The study used the cross-sectional survey method to find out how social network participation affects academic achievement of students in STKIP Muhammadiyah MuaraBungo. A survey design provides a quantitative description of the population that is sampled through the data collection process (Frankel and Wallen, 1995). The study also employed the questionnaire as the data collection instrument for the study. Two classes of second year student of PGSD department were selected for the study. These were class 2A and 2B. These will provide a level ground for comparism in terms of how males and females participate on social networks and how it impacts their academic achievement. The total population for the study was one hundred and one (101). The total sample for the research was 31(30%). Out of the totalsample, 16 were in class 2A and 15 were in class 2B.The Statistical Package for Social Sciences (SPSS) was used to analyze the data collected. The descriptive analysis tools in the SPSS were employed to develop tables and frequencies which were

constructively analyzed. The researcher adopted Kendall's coefficient of concordance and factor analysis as analytical tools for the study.

RESULTS AND DISCUSSION

Social Media Networks and Usage among Respondents

Davis et al (2012), refer to social media technology (SMT) as "web-based and mobile applications that allow individuals and organizations to create, engage, and share new user generated or existing content, in digital environments through multi-way communication". Popular social network platforms on mobile and web applications include Facebook, Twitter,YouTube, Whatsapp, Instagram, snap chat, Google Plus etc. As indicated by the UGT, people choose the kind of media they use for various reasons and gratification. Therefore, the study sought to identify various social media networks available to these students and their usage among them. It was also the intention of the researcher to ascertain the social networks with the highest usage among students and the reasons for their usage.

The findings of the study showed that Whatsapp and Facebook had the highest number of users among the respondents with a mean rank of

1.40 and 1.96 respectively. It was also revealed from the statistical analysis performed with the Kendall's coefficient of concordance that there was 85% level of agreement in the rankings of the use of social networks. Church and Oliveira(2013) as well as Haq and Chand (2012) back this assertion that Whatsapp and Facebook are the most popular and largest social network sites used by students. This is also supported by Amofa-Serwa and Dadzie (2015), who found Facebook as mostly used among pupils in school.

Hargittai (2008), studied a sample of 1,060 students and found that overall 88% of the students used social network sites and found Facebook as the most popular service among these students, with almost four in five using it, and over half of the overall sample doing so repeatedly. It was also revealed from the findings of the study that the major reasons why most students used Whatsapp and Facebook was because most of their friends used it, they were cheaper and they could as well chat with multiple friends at the same time. This was consistent with the assertion made by Marion and Omotayo (2011) that "Facebook is a great way to meet friends and keep upon what they are doing. Once you add a friend to your Facebook friend list you will always knowwhen they are adding things to their blog or updating their profile".

Academic achievement

Findings of the study revealed that majority of the respondents saw a drop in their grades when they started participating on social networks. That is, when they compared their grades before and after participating on social media networks, they saw a drop in their performance. This was confirmed with a high loading of 0.814 of factor analysis. Majority of respondents (loading of 0.674) also added that their performance had been negatively affected as a result of their participation on social networks. This was supported by the study of Kirschner and Karpinski (2010), who found a "significant negative relationship between Facebook use and academic achievement.

Users of social media networks such as Facebook reported lower mean GPAs and also reported spending fewer hours per week studying on average than Facebook nonusers." Further, a high number of respondents (0.518) also confirmed that their grades could improve if they stopped participating on social media networks. Malaney (2005), found that 8.9% of students in 2000, and 4.4% in 2003, reported that their grades had suffered as a result of too much time spent on the Internet as well as on social media networks.

CONCLUSION

The study has revealed that despite the benefits that come with the participation of

students on social media networks, it could impact negatively on their academic achievement if not used properly. A lot of benefits abound in the use of social media networks such as sharing information and ideas, improving reading skills etc. Despite the benefits that comes with the participation of students on social media networks, its misuse could affect the academic life of the student and thereby their performance. As stated by Katz et al. (1974) in their gratification theory, that the media chosen by people would compete with other sources of information.

Therefore, social media networks compete with academic work for students' attention. It is therefore the responsibility of the student to make the right decision in relation to the use of social media networks. Also, Bandura's (1997) social learning theory states that as the learning outcomes of students are influenced by the students decision on his choice of situation (social media networks and participation) and peers (friendship networks) they could make the right decision in the usage of these media to bring about the positive outcome (academic achievement) that is desired.

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