The Effect of Social Media, Digital Learning Resources, and Learning Motivation on Digital Native Learning Outcomes in SMAN 2 Painan

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Abstract

This study aims to: 1) To see the negative influence of the use of social media on digital native learning motivation. 2). To see the positive effect of using digital learning resources on digital native learning motivation. 3). To see the positive in effect of the use of social media on digital native learning outcomes. 4). To see the positive effect of digital learning resources on digital native learning outcomes. 5). To see the positive effect of student learning motivation on digital native learning outcomes.Type of this research is associative descriptive. Descriptive research is research that describes or explains something about the relationships and effect between variables as they are. While associative research is research that seeks a relationship between a variable with other variables. The population of this research is Class XI IPS at SMAN 2 Painan. The sample used in this study was obtained with a total sampling of 97 people. From the research results obtained 1). The use of social media has a negative effect to learning motivation. 2). Digital learning resources have a significant positive effect on learning motivation. 3). The use of social media has a positive influence on digital native student learning outcomes. 4). Digital learning resources have a positive influence on native digital student learning outcomes. 5). Learning motivation has a positive effect on digital native learning outcomes at SMAN 2 Painan.

Keywords: social media, digital learning resources, learning motivation, digital native learning outcomes

Introduction

The existence of digital technology is developing very rapidly and has a lot influence in the social life in the community. The characteristic of this era is that all information can be obtained quickly, without any limits on space and time. Since entering the digital age, people have found abundant ease in finding the information they need. They are connected to each other both in communicating, behaving, working and thinking as a digital society (digital native).

According to Sikape in Cicilia (2016) social media is an intermediary tool that helps individuals to communicate with various parties in the world. The purpose of interaction in social media is the same as interaction in real life, which is to make a interaction of friends to build social networks against other people or certain communities, but indirectly or non-face to face.

Meanwhile, according to Boyd and Ellison in Cicilia (2008) defines social media as a form of web-based service that allows individuals to create personal profiles, various information, and view and cross profiles of people who are registered in their connections. A common characteristic of every social media is the openness of dialogue between users. Social media can be changed by time and rearranged by its creator, or in certain sites, it can be changed by a community.

According to digital reported data 2019, it is stated that Indonesia, which has a total population of active social media users, reaches 150 million, which is 56% of social media users. Based on the explanation above, it can be concluded that social media is a communication tool in the form of chat to interact with others, work

together, share and form social bonds virtually. The use of social media can be seen from the intensity of the use of social media. The element contained in the intensity of the use of social media is the duration, frequency of use of social media and activities carried out during the use of social media. Categories of social media usage based on duration can be seen from the table as follows:

Table 1. Categories of Social Media Users by Duration

Categories	Duration	
	Hour	Minutes
HighUser	>2	>120
Medium User	<2	<120
Low User	-	<30

Source :SWA-Mark Plus & Co (in Pramudawardani 2016)

Category of social media usage based on frequency can be seen from the following table:

Table 2. Categories of Social Network Users by Frequency

Categories	Frequncy of the Day	Minutes
High User	>7 (6,818)	123,06
Medium User	<7	105,48
Low User	<2 (1,7)	17,58

Source :SWA-Mark Plus & Co (in Pramudawardani 2016)

The impact caused by the use of social media according to Sam Mooze 2012 (in Pramudawardani, 2016) can be seen through the following table

Table 3 . The Effect of Use Social MediaBased on Sam Mooze

Type of Effect	Example of Effect
Health and Psicology	Computer Vision Syndroms, internet Addiction Disorder, etc
Social	Bullying, Consumerisme etc
Education	Learning Achievment, distraction etc

Source :SWA-Mark Plus & Co (in Pramudawardani 2016)

According to the OECD (in Christina 2016) technological advances have given new learning resources. Digitalization is the distinguishing character of these sources. Digital refers to a combination of hardware elements (processing, memory, input, and communication) and software (operating system and application programs) to perform various tasks. Thus digital learning resources can be understood as a combination of

hardware and software elements that have the potential to overcome learning problems and facilitate learning activities. According to Suharto (2004) said that the benefits of learning resources is that it can provide positive motivation, especially if properly organized and designed.

According to Hamzah Uno (2008) motivation to learn is encouragement and strength in a person to do certain goals that he wants to achieve. In other words, motivation is something that is in someone's self so someone wants to do an activity or learning activity in order to gain some skills and experience.

Based on the explanations and results of the studies that have been written above, the researchers felt the need for research to find out how the influence of the use of social media, digital learning resources, and learning motivation as factors that allegedly can affect digital native learning outcomes with the title "Effect of Media Use Social, Digital Learning Resources and Learning Motivation towards Digital Native Learning Outcomes at SMAN 2 Painan ".

Methods

In accordance with the problem under study, this type of research is associative descriptive. Descriptive research is research that describes or explains something of the relationships and effect between variables as they are. While associative research is research looking for relationships between a variable with other variables. In other words it can be said that this study aims to see whether or not there is an influence between one variable with other variables, because in this study the researchers aimed to see the effect of the use of social media (X1), digital learning resources (X2) and motivation to learn (X3) on digital native learning outcomes (Y). This research is a population research that is research involving the entire population (Total Sampling). The population in this study was 97 digital native students of class XI at SMAN 2 Painan.

According to Sugiyono (2017: 126) "Saturated sampling is a sampling technique when all members of the population are used as samples. Another term for saturated samples is the census, where all members of the population are sampled. To see the effect of the independent variables with the dependent variable, Path Analysis is used with the SPSS application. Path analysis is the development of multiple regression analysis that describes the magnitude of the influence of the independent variables on the dependent variable indirectly (Irianto, 2012: 283).
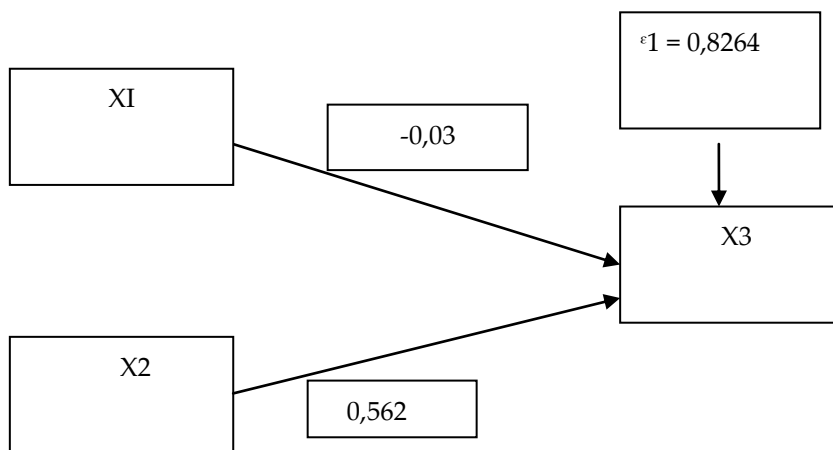
Results and Discussion
Results

Figure 1. Sub Structure 1 Effect of the Use of Social Media and Digital Learning Sources on Learning Motivation

Based on the picture above can be seen from the value of the path coefficient Pyx1 = -0.003, t arithmetic = -0.040 at sig 0.968> 0.05. This shows that the use of social media (XI) has a negative and not significant relationship to learning motivation (X3) digital native class XI IPS in SMAN 2 Painan. Pyx2 path coefficient = 0.562, t arithmetic = 6.452 at sig 0,000 <0.05. This shows that digital learning resources (X2) have a positive and significant relationship to learning motivation (X3) digital native class XI IPS in SMAN 2 Painan.

To see the amount of contribution and the coefficient of determination (Rsquare = Rx1x2) the use of social media and digital learning resources can be seen in the following table:

Table 4. Modal Summary

Model Summary

Model	Square	Adjusted R Square	Std. Error of the Estimate
63ᵃ	17	)2	35191

Predictors: (Constant), x2, x1

Source : Data Processing, 2016

Can be seen from the large influence of the use of social media and digital learning resources on learning motivation shown by the Rsquare value of 0.317 or 31.7%. This means that the use of social media (X1) and digital learning resources (X2) influence and contribute to learning motivation (X3) by 31.7%. While the remaining 68.3% is contributed by other variables not included in the study. Meanwhile e1 value can be found using the formula e1 = $\sqrt{(1-0.317)}$ = 0.8264
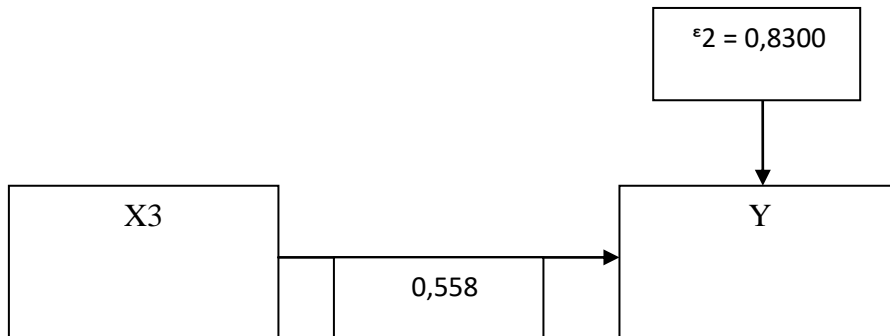

Figure 2. Sub Structure II Effect of Learning Motivation to Learning Outcome

Based on the picture above, it can be seen from the value of the Pyx3 path coefficient = 0.474 with t arithmetic = 0.558 at sig 0,000 <0.05. This shows that learning motivation (X3) has a positive and significant effect on learning outcomes (Y) digital native class XI IPS in SMAN 2 Painan.

Table 5. Modal Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.558ᵃ	.311	.304	11.926

a. Predictors: (Constant), LEARNING MOTIVATION

Source : Data Processing, 2016

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It can be seen from the large influence of the use of social media and digital learning resources on learning motivation shown by the Rsquare value of 0.311 or 31.1%. This means that learning motivation (X3) influences and contributes to learning outcomes by 31.1%. While the remaining 83% is contributed by other variables not included in the study. Meanwhile, the value of e2 can be found using the formula e1 = √ (1-0,311) = 0.8300.
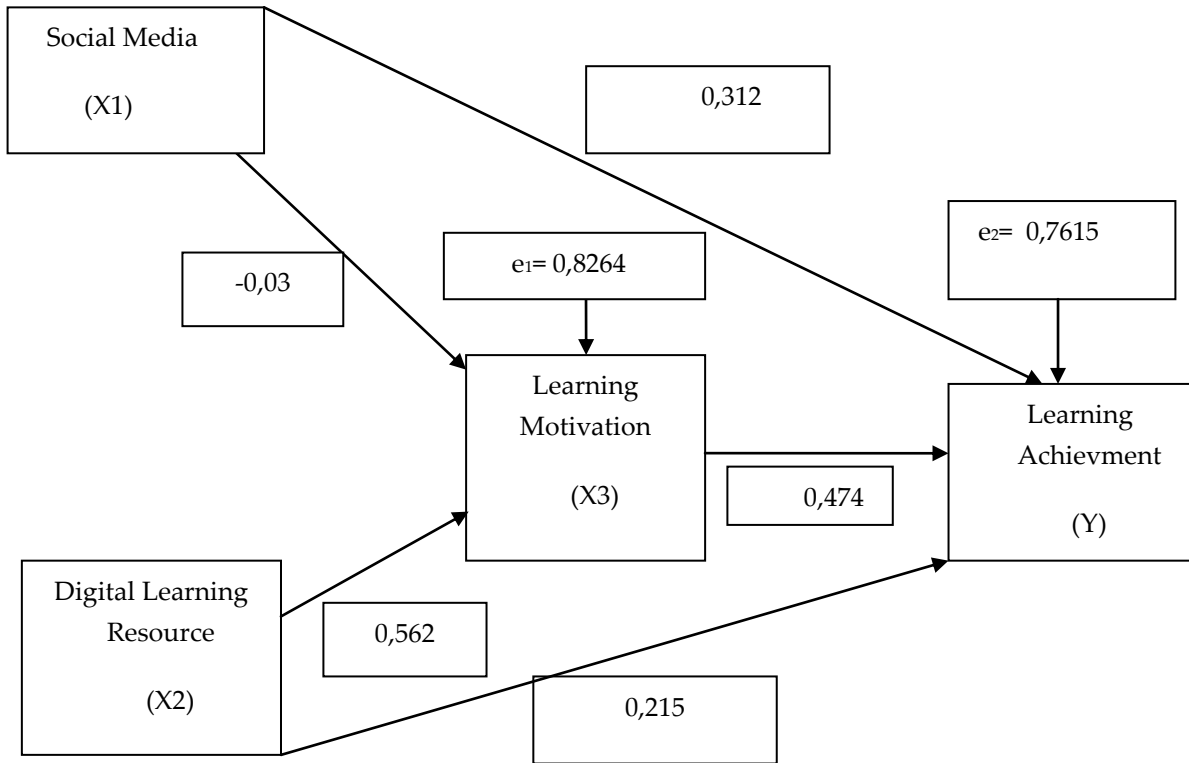

Figure 3. Sub Structure III The Effect of Use Social Media, Digital Learning Resources and Learning Motivation on Digital Native Learning Outcomes

It can be seen that the path coefficient of Pyx1 = 0.312, t arithmetic = 3.867 at sig 0,000 <0.05. This shows that the use of social media has a positive and significant relationship to the digital native learning outcomes of class XI IPS at SMAN 2 Painan. Pyx2 path coefficient = 0.215, t arithmetic = 2.214 at sig 0.029 <0.05. This shows that digital learning resources have a positive and significant relationship to native digital learning outcomes in class XI IPS at SMAN 2 Painan. Pyx3 path coefficient = 0.474 with t count = 4.964 at sig 0,000 <0.05. This shows that learning motivation has a positive and significant relationship to the digital native learning outcomes of class XI IPS at SMAN 2 Painan.

Table 6 . Model Summary

Model Summary			
Model	Square	Adjusted R Square	Std. Error of the Estimate
.648a	.420	.401	11.06081
Predictors: (Constant), x3, x1, x2			

Source : Data Processing, 2016

Based on table 6 above, the magnitude of the influence of the use of social media, digital learning resources and learning motivation towards native digital learning outcomes is shown by an Rsquare value of 0.420 or 42.0%. This means that the use of social media, digital learning resources and learning motivation have an effect and contribute to learning outcomes of 42.0%. While the remaining 58.0% is contributed by other variables not included in the study. Meanwhile e2 value can be found using the formula e2 = $\sqrt{(1-0,420)}$ = 0.7615.

Discussion

The Influence of the Use of Social Media on Digital Native Learning Motivation at SMAN 2 Painan

Research results on path analysis (Path analysis) show that Pyx1 = -0.003, t arithmetic = -0.040 at sig 0.968> 0.05. This means that there is a significant negative effect between the use of social media on native digital learning motivation at SMAN 2 Painan. So it can be said that the higher the use of social media, the lower the motivation to learn native digital, the lower the use of social media, the higher the motivation to learn digital native. This indicates that the use of social media has a negative impact on native digital learning motivation in SMAN 2 Painan.

According to Khoiratun in Dyah (2017) states the negative impact arising from the use of social media is the reduced time to study, disrupt health, become lazy to learn, reduced socialization with the environment, wasting money, can trigger bullying to criminal behavior. Social media is mostly used by digital natives as a communication tool, but not infrequently the communication is something that is not very important. As a result digital native often spends all day just accessing social media. So being active on social media is more important than having to learn what they find boring. High motivation to learn will encourage someone to do something in accordance with the objectives to be achieved.

The Influence of Digital Learning Resources on Digital Native Learning Motivation in SMAN 2 Painan

The results showed that the Pyx2 path coefficient = 0.562, t arithmetic = 6.452 at sig 0,000 <0.05. This shows that digital learning resources have a significant positive relationship on digital native class XI IPS motivation motivation at SMAN 2 Painan. This indicates that digital learning resources have a positive impact on native digital learning motivation at SMAN 2 Painan. This means that the higher the use of digital learning resources, the higher the level of student motivation to learn.

In the research Nurmala Khoirunisa (2012) shows that there is a positive and significant influence between learning resources on the internet on learning motivation. It can be interpreted that the better the use of learning resources on the internet, the higher the motivation to learn.

Therefore it is necessary to increase the use of digital learning resources by teachers and students to increase learning motivation. If learning motivation has increased it will also improve student learning outcomes.

The Effect of Social Media Use on Digital Native Learning Outcomes at SMAN 2 Painan

The results showed the path coefficient of Pyx1 = 0.312, tcount = 3.867 at sig 0,000 <0.05. This shows that the use of social media has a significant positive relationship on digital native class XI IPS learning outcomes at SMAN 2 Painan. This indicates that the use of social media by students has a positive impact on digital native learning outcomes at SMAN 2 Painan.

In line with the opinions of Brennan, McFadden, and Law, 2001: Brennan, 2003; Notley, (2010) states "besides negative impacts, the use of social media also has positive impacts. There are many schools and universities that are interested in social media such as blogs to improve or complement the activities of formal education and improve learning outcomes ". It can be interpreted that social media also enhances or complements formal educational activities and improves learning outcomes. In the research Taufik Wibisono (2018) concluded that the use of social media on academic achievement of students can have positive and negative impacts depending on the use of social media by each of these students.

The Effect of Digital Learning Resources on Digital Native Learning Outcomes at SMAN 2 Painan

The results of this study indicate the coefficient of the Pyx2 pathway = 0.215, t arithmetic = 2.214 at sig 0.029 <0.05. This shows that digital learning resources have a positive and significant relationship to native digital learning outcomes in class XI IPS at SMAN 2 Painan. This indicates that digital learning resources have an impact on native digital learning outcomes at SMAN 2 Painan. It can be interpreted that the level of digital learning resources will determine the level of digital native learning outcomes. The higher the digital learning resources, the higher the digital native learning outcomes, and vice versa the lower the digital learning resources, the lower the digital native learning outcomes.

The Effect of Learning Motivation on Digital Native Learning Outcomes at SMAN 2 Painan

From the research results, it appears that the variable of learning motivation has a coefficient of 0.474 which means it has more influence on digital native learning outcomes in SMAN 2 Painan. The results of this study indicate that learning motivation has a significant effect on digital native learning outcomes at SMAN 2 Painan. This indicates that learning motivation has an impact on digital native learning outcomes at SMAN 2 Painan. It can be interpreted that the level of learning motivation will determine the level of digital native learning outcomes. The higher the motivation to learn the higher the digital native learning outcomes, and vice versa the lower the motivation to learn, the lower the digital native learning outcomes will be.

Conclusions

Based on the results of data processing, it can be concluded, that 1). The use of social media has a negative influence on learning motivation, but has a positive effect on student learning outcomes in digital native. 2). Digital learning resources have a significant positive effect on learning motivation and digital native student learning outcomes. This means that digital learning resources can increase learning motivation and learning outcomes. The existence of digital learning resources can help students understand the material taught by the teacher. So that learning outcomes can be achieved optimally. 3) Learning motivation has a significant positive effect on native digital learning outcomes at SMAN 2 Painan. This means that the higher the motivation to learn, the more digital native learning outcomes will be at SMAN 2 Painan. Therefore, to increase student motivation to monitor and supervise the use of social media and to increase the use of digital learning resources by native digital students.

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