



The Impact of Social Media on Student Learning Interest: A Study at Brawijaya University's Language and Literature Education Study Programme

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Abstract. The intensity of social media use by Indonesian Language and Literature Education students and the decrease in direct and in-depth interactions in the real world affect students' interest in learning. This study aims to determine the impact, factors and role of social media instagan, twitter and tiktok on study interest. The research is experimental in nature with the results of special trials or observations used to prove otherwise dubious circumstances, under special conditions determined by the researcher. The data analysis technique uses a questionnaire percentage by calculating the questionnaire presentation. Research data were taken from students of the Indonesian Language and Literature Education study programme from 2020 to 2022 who are still active at the Faculty of Cultural Sciences (FIB), Universitas Brawijaya who use the Instagram, Tiktok, and Twitter applications. The results showed. First, that the average results based on three indicators of learning interest show a total percentage of 78% which is included in high criteria so that the use of social (Instagram, Twitter and Tiktok) by PBSI students shows a significant effect on learning interest. Second, a positive impact in the form of being able to increase PBSI students' interest in learning because social media also has a role as a source of information, a means of exchanging ideas and building relationships between students. Third, there are negative impacts of uncontrolled use of social media including decreased focus, poor time management, and fatigue which can ultimately hamper student interest and motivation to learn.

Keywords: *Social Media, Learning Interest, University Students*

1. Introduction

Education is one of the fields that humans have as a form of conscious effort to encourage students to experience learning events in their lives. Students spend a lot of time on online media activities, so social media in the context of education is an interesting idea. This is because social media provides convenience and additional useful knowledge to students to

get materials, materials and activities based on the exchange of learning multimedia, learning videos. Therefore, the use of social media in education helps students to get information, this is in line with the opinion of Kozyreva, A., et al. (2020) that in its application of spending personal time to communicate face-to-face students use various media such as Instagram, Facebook and Youtube to communicate. Web index survey data in 2019 states that students use social media for 3.26 hours per day (Kemp, 2019: 1). Therefore, communication has an impact on the effectiveness of student interest in learning. As for the influence according to Masyudi (2015: 85-86) that a person's interest is influenced by several things, namely first, internal needs in the form of physical and spiritual as well as the need for recognition and appreciation from the environment. Second, interest in learning has an influence on student achievement, this is also related to student interest in learning. Interest in learning is an encouragement that exists within an individual to do something useful to achieve certain goals. Astuti (2015) also explains that interest in learning is a sense of like, pleasure and attention to efforts to understand a science. Regarding the use of media, there are several previous studies conducted by Bernard and Dzandza (2018) which found that in their daily routine, students spend about 30 minutes using social media. Another study conducted by Kicaburun et al. (2020), found that almost 25 per cent of students' time was spent on social media Instagram, Twitter and Tiktok. Another study conducted by Ali (2018) found that the use of social media by students has an impact, especially in reducing student academic success. This also has a link to students' interest in studying in higher education. The use of social media has a role in building society regarding the importance of using social media. In Berry's (2019) opinion, social media helps to create relationships between students and faculty members in the academic community. According to Ibrahim (2023), social media is very influential in teaching and learning activities. Therefore, by utilising social media, communication between lecturers and students can be well established which ultimately has a link to improving the academic quality of these students. Therefore, the use of social media by students is based on the limited studies related to social media in education as a new means of communication. Therefore, various instructional materials and materials on social media Instagram, Twitter and Tiktok have a significant influence on learning interest.

This research will focus on the impact of using social media Instagram, Twitter and Tiktok on the learning interest of students of the Faculty of Cultural Sciences, Indonesian Language and Literature Education study programme, hereinafter referred to as PBSI. The similarity of research on the influence of an object on interest in learning. The difference between this research and the previous one is that the object of this research uses a case study on the role and influence of social media Instagram, Twitter and Tiktok on the learning interests of PBSI students at Brawijaya University. Based on the background description, the problem formulations in this study are as follows. [1] How does the influence of social media Instagram, Twitter and Tiktok on PBSI students' interest in learning? [2] what are the factors that influence the use of social media on student interest in learning. [3] what is the role of social media Instagram, Twitter and Tiktok on student

learning interest. The research objectives include. First, to find out the impact of social media on PBSI students' interest in learning. Second, to find out what factors influence the use of social media on PBSI students' interest in learning. Third, the role of social media on student learning interest.

2. Research Methods

The type of research method uses mixed methods that focus on collecting, analysing and mixing quantitative data in the form of case studies followed by quantitative techniques in the form of preexperiments in one study to gain an understanding of the answers to research. Research using preexperimental research is research that has no randomised equalisation and no control variables (Suwanda, 2015: 1). Preexperimental research with the results of special trials or observations used to prove otherwise dubious circumstances, under special conditions determined by the researcher. The research data were taken from the population and sample of Indonesian Language and Literature Education study programme students from 2020 to 2022. The sample was taken partly as a research subject by determining a sample of 35 students from the class of 2020 to 2024 who are still active at the Faculty of Cultural Sciences (FIB), Universitas Brawijaya who use the Instagram, Tiktok, and Twitter applications. Secondary data sources are articles, literature, journals and social media related to the research being conducted. For this reason, secondary data sources by looking for information about the role of social media on the learning interests of Indonesian Language and Literature Education study programme students from 2020 to 2022 who are still active at the Faculty of Cultural Sciences (FIB), Universitas Brawijaya. Data collection techniques include distributing questionnaires through google forms and interviews with PBSI students, Universitas Brawijaya using the note taking technique. The data analysis technique uses a questionnaire percentage by calculating the questionnaire presentation, namely by using the reference data analysis technique. Anis Sujiono (2018:196) with the percentage formula

$$P = \frac{F}{N} \times 100\%$$

- 3. Description:
- 4. P = Percentage
- 5. F = Frequency
- 6. N = Number of respondents sampled
- 7. 100 = Fixed number

To see the impact of interest on the interest in learning of PBSI students, Universitas Brawijaya, the following indicator table was used.

Table 1. Percentage of interest in learning (Anis Sujiono, 2018:196)

Percentage of learning interest score	Description
86-100%	Very High
70-85%	High
41-69%	Low
0-40%	Very Low

The references that become indicators of learning interest Slameto (2010: 57) include the following.

1. Showing attention to an object
2. Concentration; concentration in learning
3. Awareness of responsibility for the assigned task.
4. Willingness to learn a subject matter without coercion.

3. Results

Based on the results of a survey in the form of a questionnaire of student interest in learning that has been conducted on PBSI students from 2020 to 2022 who are still active at the Faculty of Cultural Sciences (FIB), Universitas Brawijaya, the following results are obtained. Table The percentage of the results of distributing questionnaires to students of the Indonesian Language and Literature Education study programme hereinafter referred to as PBSI class of 2020 to 2022 who are still active at the Faculty of Cultural Sciences (FIB), Universitas Brawijaya with Anis Sujiono's reference data analysis technique (2018: 196) with the following presentation formula.

$$P = \frac{F}{N} \times 100\%$$

Based on the above references, the questionnaire form of learning interest related to the use of social media Instagram, Twitter and Tiktok. this questionnaire contains 13 questions consisting of 3 negative statements and 10 positive statements. So based on the results of observations using this questionnaire sheet using google forms regarding the intensity of students' use of social media on student interest in learning. The following are the results of

data processing on the use of social media by PBSI students from 2020 to 2022, Faculty of Cultural Sciences, Universitas Brawijaya with a sample of 35 students taken randomly.

Table. 2. Results of the analysis of students' interest in learning

No.	Indicator	Average Percentage	Criteria
1.	Shiwung Attention to an object	76%	High
2.	Concentration to an object	83%	High
3.	Awareness of responsibility for assigned tasks	70%	High
	Willingness to learn lesson without coercion	83%	High
	Average	78%	High

Based on table 2, the data on the value of the learning interest observation sheet shows that on average 76% of PBSI students show high attention to an object. On average, based on the results of distributing questionnaires, the learning interest indicator shows that on average 83% of students provide concentration in learning which is in the high category. In addition, on average PBSI students provide awareness of responsibility for the assignments given with a percentage of 70% which shows PBSI students in using social media still have a high sense of responsibility for the assignments given. this is supported by the willingness to learn lessons without coercion, seen in the average percentage table which shows 84% which is included in the high criteria. So it can be concluded that the average results based on these three indicators with a total percentage of 78% are included in the high criteria so that the use of social by PBSI students shows an influence in significant learning interest.

4. Discussion

A. The Effect of Social Media on Student Interest in Learning

The Effect of Social Media on Student Interest in LearningThe use of social media certainly has an influence on students' interest in learning. Based on the results of the questionnaire survey, on average 54% of PBSI students at the Faculty of Cultural Sciences, Universitas Brawijaya access social media more than 10 times a day. While social media shows 40% prefer to access tiktok, 37.1% like to access Instagram and 11.4% choose twitter and from the interview sample it was found that there is a positive impact of using social media, for example the use of Twitter social media is that access to information becomes easier, especially information that is being discussed. Many accounts share information,

advice, references that are useful for adding general insight and also the use of social media helps him in getting new information on news that is in the daily environment. In addition, it can be a reference for students as a place to express themselves. this is also related to the student's interest in learning.

Based on the survey results through google forms, it was found that 62.9% of PBSI students at the Faculty of Humanities, Universitas Brawijaya agreed that social media could increase their interest in learning, but 37.1% of students did not agree that social media such as Instagram, Twitter and TikTok increased students' interest in learning. This is supported by the statements of several sources that researchers interviewed in 2021 batch students as follows.

“the use of social media makes me forget time and too cool to surf on social media, even for hours. but on the other hand social media can also provide motivation and interest in learning as a form of selfreward when completing lecture assignments.” (Source 4)

The use of social media in the lecture process also has an influence on the learning process, this can be seen in the survey results which show 77% of PBSI students at the Faculty of Cultural Sciences, Universitas Brawijaya answered in the affirmative so that the learning interest indicator shows that the intensity of use has an influence on high learning interest. this is supported by Astuti's (2015) opinion that interest in learning is a sense of like, pleasure and attention to efforts to understand a science. it can be concluded that the intensity of using social media has a positive or negative influence on the learning interest of PBSI students at the Faculty of Cultural Sciences, Universitas Brawijaya depending on the student in utilising the social media.

B. Factors Affecting Students' Social Media Use

The use of social media has an influence on students, for example in terms of doing assignments, students usually prefer to play social media first. The average use of social media based on a survey conducted by researchers shows that out of 35 respondents 22.9% use social media for 2 hours per day, 26.7% use social media for 5 hours per day, 20% use social media for 7 hours per day, 31.4% use social media for more than 7 hours. In line with the opinion of Cahyono 2016: 140) that social media creates participation and sharing through online media. The results of interviews with informants are as follows.

“The impact of excessive use of social media makes students forget time because they are too busy surfing twitter so they don't realise that they have spent hours playing social media.” (Source 2)

Based on the interview excerpt with one of the 2021 PBSI students, it shows an increase in negative experiences. In line with Shensa's opinion (2018: 117) that the increase in social media provides a negative experience so that the higher the use of social media, the higher the negative experience obtained. Based on this, there are factors that influence the use of social media, both twitter, instagram, and tiktok experienced by PBSI students at the Faculty of Cultural Sciences, Universitas Brawijaya.

Based on the results of the analysis of the analysis regarding the presence of notification messages, messages or content on social media also interfere with students' learning focus. Based on the survey results from 35 respondents, it shows that 60% of PBSI students at the Faculty of Cultural Sciences, Universitas Brawijaya, their learning focus is disrupted if there are notifications that appear. this is in line with the opinion raised by according to Masyudi (2015: 85-86) that a person's interest is influenced by several factors, namely first, needs from within in the form of physical and spiritual. Second, there is a social motive factor, namely the need for recognition and appreciation from the environment. As for other factors that influence the use of social media by students. based on the survey results as many as 35 respondents, 60% of PBSI students, Faculty of Cultural Sciences, Universitas Brawijaya answered agree that they prefer to use social media first before doing assignments.

C. The Role of Social Media on Student Learning Interest

Students' interest in learning in pursuing education in college cannot be separated from the existence of the role of social media as support. Social media is a development of web technology that makes it easy for everyone to access all information. As a new means of communication, social media serves its users, especially users who have the same interests in communicating, exchanging ideas, and sharing information, including information about the knowledge taught in lectures. It is commonplace nowadays to use social media to support learning activities, from social media various sources of information can be obtained. But not infrequently social media becomes a problem of learning interest for students. According to Berry (2019) that social media helps create a close relationship between students and the online community. So by utilising this social media, communication between lecturers and students will be well established, which in turn has a link to improving the academic quality of these students. the results of research in a survey through google forms with 35 student respondents show that the social media with the first highest interest is Instagram with 37.1% users, the second highest interest is the TikTok platform at 40%, Twitter is the platform with the third highest interest of 11.4%, the rest are using all platforms evenly both Instagram, TikTok and Twitter.

Based on the results of the survey regarding the role of social media in increasing learning interest from 35 respondents, 62.9% agreed and 37.1% disagreed. This indicates that more people think that social media has a role in improving learning outcomes. According to the interviewees we interviewed said that among the positive impacts of using

social media helped him get information that is around and express himself through social media, especially Instagram, Twitter and Tiktok. Social media plays a role in making it easier and easier to complete lecture assignments, as seen from the survey results which stated that out of 35 respondents, 77.1% answered agree, 17.1% answered disagree and the rest answered strongly agree. In line with the opinion expressed by Ibrahim (2016) that social media is very influential in teaching and learning activities so that the dominant opinion agrees that social media can help the lecture process. Supported by the opinion of Malimbe et al, (2021), that awareness of the situation has a correlation with himself including in learning interest. Then regarding the role of social media to increase the intensity of student attention to lecture material, 60% of respondents answered agree, 37.1% answered disagree and the rest answered strongly agree so that it can be concluded that social media can increase their interest in learning because social media also has a role as a source of information, a means of exchanging ideas and building relationships between students.

5. Conclusion

Based on the study of the effect of the intensity of using social media Instagram, Twitter and Tiktok on student interest in studying at the Faculty of Humanities, Universitas Brawijaya, it can be concluded as follows. First, the intensity of social media use has a significant impact on student interest in learning as seen in the average percentage of 78% which is included in the high criteria. Productive use of social media can support learning activities through access to information, academic discussions, and collaboration between students. However, excessive or undirected use can distract and reduce concentration during lectures. Second, the use of social media as a learning medium has the potential to increase interest in learning if utilised optimally, such as joining academic communities, looking for material references, and discussing with lecturers or friends. Third, there are negative impacts of uncontrolled use of social media including decreased focus, poor time management, and fatigue which can ultimately hamper student interest and motivation to learn. Fourth, the motivation factor within students is the key to balancing the use of social media and interest in learning. Support from the campus environment in providing guidance and training on the effective use of social media is also important. Therefore, there is a need for student awareness in utilising social media wisely and learning strategies that integrate social media as an educational support tool.

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