

The Influence of Social Media and Digital Literacy on Students' Learning Achievement in Economics Subjects

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ABSTRACT

The world of technology is developing very rapidly over time and has become a need for every human being. The research aims to reveal the influence of social media and digital literacy on students' learning achievement in economics subjects. The research uses quantitative methods with a survey approach. The population of all class Data was obtained from valid and reliable instruments. Data analysis uses partial and multiple regression. The research results concluded: 1) Social Media has a positive effect on students' learning achievement in Economics Subjects; 2) Digital Literacy does not have a positive effect on students' learning achievement in economics subjects; 3) There is a joint (simultaneous) influence of Social Media and Digital Literacy on students' learning achievement in economics subjects; 4) The influence of social media and digital literacy together on learning achievement in economics subjects is 80.4%; 5) The correlation between Social Media and learning achievement in Economics subjects by controlling the Digital Literacy variable is significant; 6) the correlation between Digital Literacy and learning achievement in economics subjects by controlling social media variables is not significant.

Keywords:

Social Media;
Digital Literacy.
Learning
Achievement in
Economics Subjects

INTRODUCTION

The world of technology is developing very rapidly over time and has become a need for every human being. Technology can help and make it easier for humans to do their work so that it can be completed more effectively and efficiently. One of the technological developments currently developing is social media. Social media is a communication medium that is widely used by audiences ranging from children and teenagers to adults. The development of Internet technology has now penetrated various scientific disciplines. With the development of internet technology, the world of education has become increasingly friendly with the social media networking sites Facebook, Blogger, Instagram, and Twitter. Social media networking sites are not only used to interact with fellow friends. Some use it as a medium for conveying information, promoting products, and even just expressing their feelings to users, of course, it can be used as an innovative learning medium.

Social media users are currently reaching various groups, not only teenagers who are students but also children, adults, and the elderly. The many features and benefits found on social media make many people flock to social media accounts. Social media is not only a means of communication, but there are other benefits from social media, namely as a medium for strengthening relationships, doing business (online), adding friends, forming a community, and even studying online. Social media can add broad insight and knowledge to its users so that there is no longer an excuse for someone not to know or not understand something. Education is not antipathetic or allergic to the development of science and technology but instead acts as a subject or pioneer in its development. The use of technology in education, especially in classroom learning, is still less than optimal. There are still many conventional learning processes, so learning is less effective and boring.

This condition is very unfortunate because the use of technology should be done to improve the quality of education. Along with advances in technology, the world of education, especially schools, must be willing to carry out positive innovations for educational progress. This concept, which became known as e-learning, had the effect of a transformation process of conventional education into digital form, both in terms of content and system. The use of e-learning as an alternative to learning in various educational institutions is increasing. Students not only learn from teachers or educators but can also learn from various learning resources available in their environment. Therefore, learning resources are a system consisting of a collection of materials or situations that are created intentionally and made to enable students to learn individually. Learning resources are a very important component in the learning process because learning resources will make it easier for students to understand the material provided by the teacher. Delivery of learning resources to students will be through a medium, namely learning media, through this media the meaning of a source will be accepted and understood by students. Media is a channel used to convey messages or information; media is often replaced by the term mediator. The term mediator indicates the function or role of managing an effective relationship between the two main parties in the student learning process and lesson content or between the source and the student. Media is tasked with carrying messages or information that have instructional purposes or contain teaching, so the media is called learning media. By using media, the teacher's role in conveying learning material can be reduced and students work more with the sources or media provided by the teacher. With certain media, students can interact, not only with teachers and their peers but also with the learning objects. Trianto (2011) states that with integrated learning, students can gain direct experience so that they have the power to receive, store, and produce impressions about various things being studied. Therefore, students are trained to be able to discover for themselves the various concepts they study holistically, meaningfully, authentically, and actively. According to Andreas Kaplan and Michael Haenlein in I Gede Dharman Gunawan (2017) social media is a group of Internet-based applications that are built based on Web 2.0 ideology and technology and which enable the creation and exchange of user-generated content. So, what is meant by user-generated content is all content created and/or published by cyber media users, including articles, images, comments, sounds, videos, and various forms of uploads attached to cyber media, such as blogs, forums, reader comments or audience, and other forms.

The term social media is composed of two words, namely "media" and "social". Laughey (2007) states that "media" can be interpreted as a communication tool. Meanwhile, the word "social" is defined as the social reality in that every individual carries out actions that contribute to society. Durkheim in Fuchs (2014), states that media and all software are "social" or in the sense that both are products of social processes. Henderi (2007) states that social media is a web-based social networking site that makes it possible for individuals to build public or semi-public profiles in a limited system, list other users with whom they are connected, and view and explore their list of connections made by other people. with a system. Meanwhile, according to Kotler and Keller (2012), social media is a means for consumers to share text, image, video, and audio information with companies and vice versa. According to Nasrullah (2016), there are several characteristics of social media, namely: (1) networks, (2) information, (3) archives, (4) interaction (interactivity), (5) social

simulation, and (6) content by users (user-generated content). Networks are related to technological terminology such as computer science, which means infrastructure that connects computers and other hardware. Information is an important entity on social media. Because, unlike other media on the Internet, social media users create representations of their identity, produce content, and interact based on information. Information has become a commodity in the information society. Information is produced, exchanged, and consumed by each individual. Social media is understood as a group of types of online media, which are divided into five characteristics, namely: (1) participation, (2) openness, (3) conversation, (4) community, and (5) connectedness. Meanwhile, Hidayatullah (2020) states that there are 6 types of social media, namely: (1) blog services, (2) social networking services, (3) microblogging services, (4) media sharing services, (4) media sharing services, and (5) forum services, and (6) collaboration services. Many experts have formulated the meaning of learning achievement. According to Arikunto (2009) "achieving learning objectives in the form of learning achievement is the result of teaching and learning activities". So it can be said that learning achievement is the result of teaching and learning activities.

Meanwhile, according to Suryabrata (2008), learning achievement is an assessment of the results of students' learning activities expressed in the form of symbols, numbers, letters, and sentences that reflect the results that have been achieved by each child in a certain period. Learning achievement is usually shown in the form of a report card which contains information about the student's behavior, craft, and intelligence over a certain period. Learning achievement has a very close relationship with learning outcomes. According to Hamalik (2005) "learning outcomes indicate learning achievement, while learning achievement is an indicator of the degree of change in student behavior". From this understanding, it can be seen that learning achievement is the result of learning itself. Learning outcomes are indicators of the achievements obtained by students. Several previous studies have discussed social media variables, digital literacy variables, and learning achievement variables in Economics subjects. The difference between this research and previous research is that this research tests the hypothesis of the influence of social media on learning achievement in economics subjects, and the influence of digital literacy on subject learning achievement. economics, the influence of social media, and digital literacy together and simultaneously on students' learning achievement in economics subjects.

METHOD

The method used in this research uses a survey method, with a population of all class X students at Madrasah Aliyah Negeri 2 East Jakarta. The sampling technique used is the random sampling technique. Data collection in the form of scores was taken using social media instruments and digital literacy instruments, for the learning achievement variable scores were taken from the odd semester report cards for the 2023-2024 academic year. Research hypothesis: 1) Social media influences students' learning achievement in economics subjects; 2) Digital Literacy influences students' learning achievement in economics subjects; 3) Social Media and digital literacy influence students' learning achievement in economics subjects. Research data analysis was carried out by first describing it, then prerequisite tests were carried out by testing the normality and homogeneity of the data, after obtaining normal and

homogeneous data, it continued with hypothesis testing with simple regression analysis to test the first hypothesis of the influence of social media on students' learning achievement in economics subjects and The second hypothesis is the influence of digital literacy on learning achievement in economics subjects, then continued with multiple regression analysis to test the third hypothesis of this research, namely the influence of social media and digital literacy together and simultaneously on students' learning achievement in economics subjects.

RESULTS AND DISCUSSION

After obtaining the research data, the research data is then described as follows:
1). The Social Media variable number of respondents was 155 students with the lowest score of 31 and the highest score of 75, with an average score (mean) of 5.38, score range of 44, standard deviation or standard deviation of 9.65, frequently occurring score (mode) of 42, middle value (median) 50; 2). The Digital Literacy variable number of respondents was 155 students with the lowest score of 32 and the highest score of 97, with an average score (mean) of 73.48, score range of 65, standard deviation or standard deviation of 11.84, frequently occurring score (mode) of 64, middle value (median) 72; 3). Variable Learning Achievement in Economic Subjects, the number of respondents was 155 students with the lowest score of 51 and the highest score of 98, with an average score (mean) of 71.12, score range of 47, and standard deviation or standard deviation of 10.30, frequently occurring score (mode) of 70, middle value (median) 70.

The prerequisite test in this research tests the normality and homogeneity of the research data. Following are the results of the prerequisite test for normality of the data for the three variables by carrying out the One-Sample Kolmogorov-Smirnov Test for the Social Media variable. The $p\text{-value} = 0.363 > 0.05$, thus the Social Media variable has a normal distribution. , The Digital Literacy variable obtained $p\text{-value} = 0.240 > 0.05$, thus the digital literacy variable had a normal distribution and the learning achievement variable in Economics subjects obtained $p\text{-value} = 0.195 > 0.05$, thus the learning achievement variable in Economics subjects had a normal distribution. The homogeneity test in this study by carrying out Levene's Test of Equality of Error Variances was obtained as follows. The results of the Levene's test showed a sig of $0.185 > 0.05$, thus the three groups of data came from homogeneous groups.

1. Multiple Linear Equations and Significance Test of Regression Equation Coefficients

From the results of the analysis, the constant $b_0 = 22.447$, regression coefficient $b_1 = 0.933$, and $b_2 = 0.024$.

So the multiple linear regression equation is $\hat{Y} = 22.447 + 0.933X_1 + 0.024X_2$.

Hypothesis: $H_0: \beta_1 \leq$ vs $H_1: \beta_1 > 0$ and $H_0: \beta_2 \leq$ vs $H_1: \beta_2 > 0$.

The results of the analysis above show the statistical value for the coefficient of the Social Media variable in Student Economics Subjects. Furthermore, the statistical value for the coefficient of the variable.

2. Significance Test of the Multiple Regression Equation

Hypothesis:

$H_0: \beta_1 = \beta_2$ or $H_0: \beta_1 - \beta_2 = 0$

$H_0: \beta_1 \neq \beta_2$ or $H_0: \beta_1 - \beta_2 = 0$

From the results of the analysis, it is obtained that $F_{hit} = 311.523$, and $p\text{-value} = 0.000 < 0.05$ or this means that H_0 is rejected. This means that there is a linear

influence of the variables of Social Media and Digital Literacy on students' learning achievement in Economics subjects. This also means that there is a joint (simultaneous) influence of Social Media and Digital Literacy on students' learning achievement in economics subjects.

3. Significance Test of Multiple Correlation Coefficient

Statistical Hypothesis:

H0: $\rho_{Y.12} \leq 0$

H1: $\rho_{Y.12} > 0$

The significance test for the multiple correlation coefficient was obtained. The multiple correlation coefficient ($R_{Y.12}$) = 0.897 Fhit (Fchange) = 311.523, and p-value = 0.000 < 0.05 or H0 was rejected. Thus, the double correlation coefficient between Social Media (X1) and Digital Literacy (X2) with Economics Subject Learning Achievement (Y) is meaningful or significant, while the coefficient of determination R Square = 0.804, which means that 80.4% of the subject learning achievement variable Economics lessons (Y) can be explained by Social Media (X1) and Digital Literacy (X2), so it can be concluded that the influence of social media and digital literacy together on learning achievement in economics subjects is 80.4%.

4. Test the Significance of Partial Correlation Coefficient

a. Correlation between Social Media (X1) and learning achievement in economics subjects (Y)

by controlling the influence of Digital Literacy (X2) ($r_{Y1.2}$)

From the results of the analysis, it is obtained ($r_{Y1.2}$) = 0.713 and p-value = 0.000 < 0.05 or H0 is rejected. Thus, the correlation coefficient between Social Media (X1) and learning achievement in Economics subjects (Y) by controlling the Digital Literacy variable (X2) is significant.

b. Correlation between Digital Literacy (X2) and learning achievement in Economics subjects (Y) by controlling the influence of social media (X1) ($r_{Y2.1}$)

From the results of the analysis, it is obtained that ($r_{Y2.1}$) = 0.031 and p-value = 0.349 > 0.05 or H0 is accepted. Thus, the correlation coefficient between Digital Literacy (X2) and learning achievement in economics subjects (Y) by controlling the social media variable (X1) is not significant.

Social Media has a positive effect on students' learning achievement in Economics Subjects. The results of this research are in line with the opinion which states that social media can increase insight and broad knowledge for its users so that there is no longer any reason for someone not to know or not understand something. Education is not antipathetic or allergic to the development of science and technology but instead acts as a subject or pioneer in its development. The use of technology in education, especially in classroom learning, is still less than optimal. There are still many conventional learning processes, so learning is less effective and boring. This condition is very unfortunate because the use of technology should be done to improve the quality of education. Along with advances in technology, the world of education, especially schools, must be willing to carry out positive innovations for educational progress. The results of this research are also in line with research by Supriyadi (2022) entitled The Influence of Social Media, Emotional Intelligence and Parental Support on Learning Motivation during the Covid-19 Pandemic, where one of the results of his research concluded that social media had a positive effect on students' learning

motivation. Thus, the first hypothesis in this research study is supported by empirical data.

Digital literacy does not have a positive effect on students' learning achievement in economics subjects, this is in line with the statement which states that the use of technology in education, especially in classroom learning, is still less than optimal. There are still many conventional learning processes, so learning is less effective and boring. This condition is very unfortunate because the use of technology should be done to improve the quality of education. Along with advances in technology, the world of education, especially schools, must be willing to carry out positive innovations for educational progress. Thus, the second hypothesis in this study is not supported by empirical data.

There is a joint (simultaneous) influence of Social Media and Digital Literacy on students' learning achievement in economics subjects. The results of this research support the opinion that social media is one of the communication media that is widely used by audiences ranging from children and teenagers to adults. The development of Internet technology has now penetrated various scientific disciplines. With the development of internet technology, the world of education has become increasingly friendly with the social media networking sites Facebook, Blogger, Instagram, and Twitter. Social media networking sites are not only used to interact with fellow friends. Some use it as a medium for conveying information, promoting products, and even just expressing their feelings to users, of course, it can be used as an innovative learning medium. Social media users are currently reaching various groups, not only teenagers who are students but also children, adults, and the elderly. The many features and benefits found on social media make many people flock to social media accounts.

Social media is not only a means of communication, but there are other benefits from social media, namely as a medium for strengthening relationships, doing business (online), adding friends, forming a community, and even studying online. Social media can add broad insight and knowledge to its users so that there is no longer an excuse for someone not to know or not understand something. Education is not antipathetic or allergic to the development of science and technology but instead acts as a subject or pioneer in its development. The use of technology in education, especially in classroom learning, is still less than optimal. There are still many conventional learning processes, so learning is less effective and boring. This condition is very unfortunate because the use of technology should be done to improve the quality of education. Along with advances in technology, the world of education, especially schools, must be willing to carry out positive innovations for educational progress. Thus, the third hypothesis in this research is supported by empirical data.

CONCLUSION

The results of the research as described above can be concluded: 1) Social Media has a positive effect on students' learning achievement in Economics Subjects; 2) Digital Literacy does not have a positive effect on students' learning achievement in economics subjects; 3) There is a joint (simultaneous) influence of Social Media and Digital Literacy on students' learning achievement in economics subjects; 4) The influence of social media and digital literacy together on learning achievement in economics subjects is 80.4%; 5) The correlation between Social Media and learning achievement in Economics subjects by controlling the Digital Literacy variable is

significant; 6) the correlation between Digital Literacy and learning achievement in economics subjects by controlling social media variables is not significant.

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