

Twitter Influence On Students' Mindset and Motivation in Learning English

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Abstract. In the current rapidly-growing development of globalization era, Twitter has become one of the most favored social media among people, not to mention students. However, behind its popular use, there found no clear evidence regarding the impact of using the application on users. Therefore, this study will discuss about the influence of Twitter use on students, especially on their learning motivation and mindset. It employs a quantitative research method with explanatory research design, and it involves the 3rd-semester students majoring at English teaching, IAIN Syekh Nurjati, Cirebon, as the research subject. The main instrument of this research is an online questionnaire via Google form. The result of this study indicated that Twitter influences student's learning motivation and mindset with several factors: making no excessive use in duration, following at least 3 educational accounts, and experiencing and feeling the positive impact of the educational content. Therefore, they feel that it provides a significant effect on their mindset and learning motivation.

Keywords: Learning, Motivation, Mindset, Social Media, Twitter

1 Introduction

The rapid development of the digital era has resulted in an increase in the number of technology users who find it easy to deal with various aspects of life, especially in the aspect of communication. Along with the development of science and technology as well as information, society is inseparable from the use of the internet. Internet lets everyone access information more quickly and efficiently across time and place (Sari & Septiani, 2021). According to Kurniawan et al. (2021), based on the result of a survey by the Indonesian Internet Service Provider Association (APJII) in 2019, there were 171.17 million internet users in Indonesia. It means around 64.8 percent of Indonesians, with 264 million total population, access the internet. From the data, teenagers are the users with the highest number. It has been confirmed by Pratikto & Kristanty cited in Sari & Septiani (2021) that active internet users are generally dominated by teenagers, Generation Z. Generation Z is also known as a digital native who tends to involve all their activities while accessing the internet.

Following the easy access of the internet, the development of social media is increasingly widespread among society, from school children to adults. Therefore, a great revolution in the realm of social media occurs. The emergence of Facebook, Twitter, Instagram, and other

social media applications brings various impacts on the lives of younger generation. The virtual world, like social media, is one of the major revolutions that can change human behavior (Rizqiyah & Dewi, 2021). Social media is an online media (in a network) which can ease users to participate in various sites, either social networks, blogs, wikis, forums, or other social applications (Syarief, 2017), and Twitter is the main focus of the current research. According to Juju cited in Kurniawan et al. (2021), Twitter is a platform for micro-blogging (small blogs) which was launched in 2006. Five years after the launching, Twitter became very popular as it attracted nearly 180 million users around the world per month. Twitter was founded by Jack Dorsey in March 2006, and launched in July, 2006. One of the uniqueness of this application lies in the limitations of characters for each post. At the beginning, this application limited only 140 characters, but in 2017, it was changed so that users could post up to 280 characters. Users are most likely to access the application over the wireless Internet on a mobile device. From the very beginning, the platform was intended to be an open mobile channel primarily for textual communication (Salam, 2016).

The above explanation of the experts proves that internet is very close to the daily life of Indonesians. In addition, young people play a major role as the majority of internet users in Indonesia. Internet has also resulted in the development of new media to create more varied means of communication and information. In this case, social media is the main focus where users are dominated by Generation Z, those who are born in 1996-2015. This research will examine whether Twitter, as an application widely used by young people, has a significant influence on the mindset and learning motivation of the students of IAIN Syekh Nurjati Cirebon. However, before conducting the research, researchers have found several similar previous research results as a reference.

A research conducted by Rahmawati et al. (2017), titled "The Relationship of Social Media Use Duration with the Learning Motivation of Adolescent", discusses about how the use of social media can affect the learning motivation of adolescents. The study aims to determine the relationship between the duration of social media use and students' motivation at SMAN 1 Gringsing. It employs a descriptive correlation. The study results indicate that the duration of Twitter use has a significant influence on the learning motivation of adolescents. Subsequent research is conducted by Banjar (2018) titled "The Impact of Using Twitter on Learning English (Viewed from Student Perceptions)". It aims to examine the impact of the use of Twitter on English learning. It adopts a qualitative method. It suggests positive and negative impacts of Twitter on students' English learning. Another study conducted by Haq (2015), "The Influence of Internet Use Intensity on Students' Learning Behavior", examines the influence of internet use intensity on the learning behavior of students grade XI at MAN Purworejo. With a primary quantitative approach, this study indicates that there is a significant relationship of the intensity of internet use with students' learning behavior.

The studies above conclude that the use of social media can affect the learning process of students. The duration of social media use is the main concern, how it can affect students' learning outcomes and motivation. Meanwhile, this research will discuss more thoroughly about how the use of Twitter can affect the mindset and learning motivation of students. The study results will obviously be different as it has other variables, students' mindset and learning motivation. The research subjects are the students of IAIN Syekh Nurjati Cirebon as the representatives of Generation Z.

Ideally, the motivation and mindset of students can be processed properly and independently, especially in terms of learning. However, in reality, some students are not good at motivation and mindset management. Distraction from other activities other than learning is

a great challenge. Therefore, this study aims to examine and reveal the impact of social media use on their learning motivation and mindset. This study focuses on the use of Twitter.

2 Research Method

This study employs a quantitative research method with an explanatory research design. It is intended to explain the generalization of the sample to the population by explaining the relationship, difference, or influence of one variable on another (Salam, 2016). Therefore, explanatory research has a credibility to measure the causal relationship between two or several variables (Mulyadi, 2011). In addition, this research also adopts a survey method as a process of data collection. According to Nazir cited by Apriliani et al. (2015), survey method is an investigation to obtain factual facts and information of certain phenomenon.

The populations of this study are the 3rd-semester students at the Department of English Teaching, IAIN Syekh Nurjati Cirebon. They are amounted to 98 students spread into three classes, class A, B and C. It uses random sampling method. According to Kriyantono in Kurniawan et al. (2021), sample is a part of the overall object or phenomenon to observe. The sampling technique adopted is simple random sampling. It is performed by randomly selecting some of the members of the population into a sample. The random sampling technique includes people within the population, so each member of the population has the same rights to be respondents (Salam, 2016).

According to Arikunto in Mulyadi (2011), if the number of the respondents is less than 100, the research must use population research, by taking all samples. Under this opinion, the current study uses a population study which subjects all participating respondents. The respondents who participated in this research are 35 students. There are 15 or 43% of respondents from class A, 37% from class B, and 20% from class C. The criteria of the respondents are students of IAIN Syekh Nurjati Cirebon who are actively using Twitter. The respondents' identities are anonymized to ensure the confidentiality of the participants.

There are two instruments used in this study. The first instrument is a survey using an online questionnaire with a 1-3 Likert scale through Google Form, and the second is a reference from previous researchers. However, the online questionnaire is still used as the basis of the main instrument of this research. The questionnaire is created by using Google form with a total of eleven questions within. The questions include: 1) the duration of using Twitter, 2) the type of accounts followed, 3) the types of content that are most often encountered, 4) the types of content that are more interesting to listen to, 5) the number of educational accounts followed, 6) frequency of postings from the educational accounts followed, 7) types of interesting educational content, 8) frequency of participation in the reply column for educational content, 9) level of effectiveness in understanding the educational content, 10) significance of the educational content on one's mindset, 11) The level of influence of the educational content on the learning motivation of respondents.

To collect the data, the researcher distributed a Google form link to the 3rd-semester students majoring at English Teaching, IAIN Syekh Nurjati Cirebon via WhatsApp group. After the respondents filled out the questionnaire, the researcher performed analysis. The respondents' responses can immediately be viewed in the answer column of the questionnaire. It also provided an automated bar chart that illustrated the response frequency. However, the researcher still needed to analyze and process the data further by describing and interpreting the results according to the selected literatures.

3 Result and Discussion

Learning is a core activity in the educational process. As a conscious effort, it is an activity that aims to improve or increase the understanding of one's knowledge, attitudes, or behavior. In the process, efforts to improve obviously requires certain encouragement, one of which is motivation (Emda, 2017). In general, there are many factors frequently used as a benchmark for the success in education, one of which is whether they have reached the learning goal. Unquestionably, success requires encouragement, motivation from within and from environment (Masni, 2015).

According to Winarni in Andriani & Rasto (2019), motivation is derived from the word 'motive' which means conditions within the individual that encourage him to perform certain activities consciously or unconsciously in order to achieve a goal. Monika in Andriani & Rasto (2019), noted that learning motivation is a driving force when carrying out learning activities, and it comes from within and outside so that it generates enthusiasm to the learning process. Sardiman cited by Asrofi (2014) also said that learning motivation is the overall driving force which builds up the learning activities of students, which ensures the continuity of learning activities, so the desired goals is achieved. Therefore, learning motivation is a form of willingness from two factors, internal (from within) & external (from outside/environment). Both can spur desires and emotions in order to achieve a certain goal of learning process.

According to Maccklem in Daayah & Yulinar (2018), motivation highly affects the learning process, especially on the student's sense of confidence. Motivation has been proven to have a significant effect on the learning process. Bakar in Rizqiyah & Dewi (2021), suggests that motivation drives a desire to move, channel, activate and mobilize the behavior and attitudes of an individual. It is always a determinant for the intensity of learning, and it plays a massive role for the students' success.

In addition to learning motivation, mindset is also considered highly prominent as a form of essential goal in shaping one's personality to achieve the required competence (Kodrat, 2019). As a necessity, students are supposed to have their own movers and perspectives to prepare for exploring knowledge to the fullest in college because achievement in learning is an ambition every student are craving for. Therefore, good achievements will be obtained with a good learning process (Risnah & Sayuti, 2015). We cannot deny that in the process of forming the mindset and motivation, we frequently encounter several distractions, one of which is the use of social media. In the current era, many young people, including students, use social media to see the surrounding phenomena, to dig up information, or even to express ideas. Social media provide a free, wide, and unlimited social space to socialize anywhere and anytime (Fitri, 2017) Thus, it indirectly affects the user, such as in terms of mindset development and certain motivation (Suryanto et al., 2020).

Under the phenomenon, this research aims to discover whether the use of social media has a significant effect on students' learning motivation and mindset. And, Twitter is perceived to be an ideal social media to examine among students of IAIN Syeikh Nurjati Cirebon. It employs a survey method with online questionnaires through Google forms. It adopted a closed questionnaire as the answers to the questions have been arranged by using a 1-3 Likert scale. It subjects active users of Twitter, 35 respondents from the 3rd semester students majoring at English Teaching. The following are the research results conducted through the online questionnaires.

Table 1. Twitter Influences Student's Learning Motivation and Mindset

Questions	Option 1 (%)	Option 2 (%)	Option 2 (%)
1. The duration of Twitter usage	30 minutes-1 hour 68.6%	2-3 hours 20%	4 -5 hours or more 11.4%
2. Type of account commonly followed	education 11.4%	entertainment 57.1%	others 31.4%
3. The kinds of content usually viewed	education 8.6%	entertainment 68.6%	others 22.9%
4. Types of interesting content to view	education 20%	entertainment 68.6%	others 11.4%
5. The frequency of posts popping up from the followed education account	1-3 accounts 37.1%	5 accounts 40%	6-8 accounts 22.9%
6. The frequency of postings from educational accounts followed	Rarely 28.6%	Often 57.1%	Very often 14.3%
7. Interesting types of education content	scientific information 60%	discussion 28.6%	others 11.4%
8. The frequency of participation in the reply column for education content	Rarely 91.4%	Often 5.7%	Very often 2.9%
9. The level of effectiveness upon understanding the education post	ineffective 14.3%	effective 77.1%	very effective 8.6%
10. The significance of the education post effect on students' mindset	insignificant 20%	significant 74,3%	very significant 5,7%
11. The level of influence of education content on students' learning motivation	uninfluential 5,7%	influential 74,3%	very influential 20%

The table above shows that the questionnaire no. 1 is designed with 3 options to choose by the respondents, representing the duration of their daily use of Twitter: options 1, 30 minutes-1 hour, options 2, 2-3 hours, and option 3, 4 -5 hours or more. It found that 68.6% of the respondents choose option 1, 30 minutes-1 hour per day, 20% of them spend 2-3 hours, and 11.4% spend 4-5 hours per day. Therefore, we refer to the data to discover whether the aspect of duration can affect their mindset and learning motivation.

The next question is about the types of account they tend to follow. In terms of follower, Twitter provides similar behavior for its users compared to other social media application. However, Twitter has an auto base feature, which is the uniqueness of this application. This feature is like an account, where anyone can send posts, but the sender does not need to include his name (anonymous) in the post, yet it is usually followed with particular requirements. For example, the account from base @collegemenfess, one of the auto base accounts intended for students to be a room for discussing about the world of universities. The

bar chart shows that number 1, 2 and 3 respectively represent the types of account that the respondents tend to follow: option 1 about education, option 2 entertainment, and option 3, about others. The research result shows that 11.4% of the respondents tend to follow education accounts, 57.1% choose entertainment accounts, and 31.4% choose other accounts.

The result of the third question, which is about the types of content that are most frequently viewed on Twitter. This question is a follow-up to deepen the evidence on the type of content often viewed based on the account they follow. It is intended to figure out if it can affect their mindset and learning motivation. The research result shows that the options represent the types of account that they tend to follow: option 1 education, option 2 entertainment, and option 3 others. The result shows that 8.6% of them tend to follow educational accounts, 68.6% like following entertainment accounts, and 22.9% follow other accounts.

The fourth question is about the kind of interesting content to view. This question is also a follow-up of the previous question to strengthen the evidence that interesting content may affect more on the mindset and learning motivation of the students. From the table, we see that the questionnaire proves three options that they may choose based on the types of account they perceive interesting to follow and enjoy the content: option 1 about education, option 2 about entertainment, and option 3 about others. It shows that 20% of them prefer the content about education, 68.6% like the content from entertainment account, 11.4% prefer other types of posts.

The fifth question explains about the number of education accounts they follow. This question can obviously be a reference to figure out the impact of Twitter on students' mindset and learning motivation. The bar chart above shows that the numbers 1, 2 and 3 respectively represent the number of the education accounts followed by the respondents: 1) 1-3 accounts, 2) 3-5 accounts, and 3) 6-8 accounts or more. It turns out that 37.1% of them follow few education accounts, while 40% tend to follow 3-5 education accounts, and 22.9% follow 6-8 accounts or more.

The sixth question is about the frequency of the posts popping up from the educational accounts they follow. The three options represent the frequency of postings from educational accounts followed by the respondents: 1) Rarely, 2) Often, 3) Very often. The research result shows that 28.6% of the respondents rarely find posts from the followed education accounts, 57.1% of them find them more frequent, and 14.3% see them very frequently.

The seventh question is about the types of education posts perceived to be interesting to view. The three options respectively represent the preferred type of the post as follows: 1) scientific information, 2) discussion, 3) others. The study result shows that 60% of the respondents prefer the posts about scientific information, 28.6% prefer discussion posts, and 11.4% like other types of posts.

The eighth question is about the frequency of their participation in the reply column in the education post. From the table, we find that 91.4% of the respondents rarely participated, 5.7% often participated, and 2.9% participated very often.

The ninth question is about the level effectiveness upon understanding and analyzing the post or education content. It provides three options, each of which represents the level of effectiveness: 1) ineffective, 2) effective, 3) very effective. The result of the respondent response shows that 14.3% of them feel that the post is less effective, 77.1% feel effective, and 8.6% answer that it is very effective.

The tenth question is about the significance of the education content effect on their mindset. Similarly, it provides three options, each of which represents the significance of the influence: 1) insignificant, 2) significant, 3) very significant. The result shows that 20% of the

respondents do not find a significant influence, 74.3% feel the significant influence, and 5.7% feel it provides a very significant influence on their mindset.

The last question is about the level of influence of the educational content on students' learning motivation. It provides three options, each of which represents the level of influence: 1) unimportant, 2) important, 3) very important. The result shows that 5.7% of the respondents do not gain any influence, 74.3% feel the influence, and 20% feel a great influence on their learning motivation.

In sum, the research results suggested that Twitter brings about a positive effect. Twitter, especially that with the educational content, is considered to influence the students' mindset and learning motivation. This result corresponds to that of the research by Banjar (2018) that students feel a positive impact on their learning motivation after using Twitter. Some respondents admitted that through Twitter, they can find new friends from Indonesia and abroad. In addition, they also find a new experience to use new learning tools as well as add other useful insights through Twitter.

4 Conclusion

The research result concluded that the use of Twitter generates a significant influence on students' mindset and learning motivation at IAIN Syekh Nurjati, Cirebon. The influence is in the form of encouragement and reinforcement as follows: first, 68.6% use Twitter with a duration of 30 minutes-1 hour every day, and moderate use of social media is considered important; second, 100% students tend to follow at least 3 or more education accounts on Twitter; third, 57% of the students always find educational content from the accounts they follow; fourth, 77% of them feel the positive impact of the educational content; fifth, 74.3% of them feel the significant influence on their mindset after viewing the educational post; and lastly, 74.3% of them feel that they find an influence on their learning motivation after consuming the educational content. Even, 20% of them feel the great effect of the post. Therefore, this study provides insight that Twitter is perceived to pose a high impact on students' mindsets and learning motivation.

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