

# Social Media and Changes in Students' Learning and Social Behaviors

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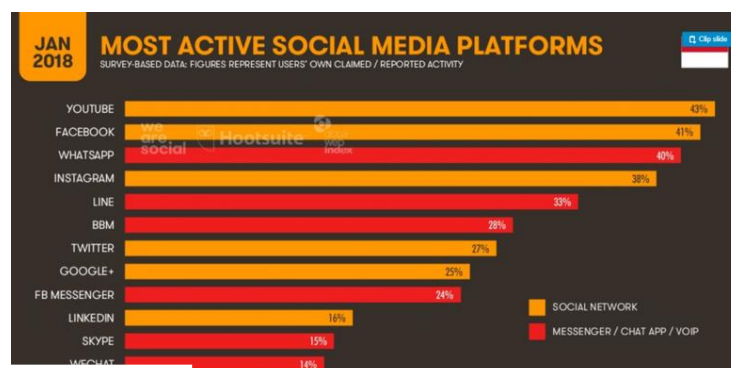
**Abstract.** The development of information technology has brought about various types and forms of digital interaction facilities. Digital interaction has changed students' mindsets and behaviours both in learning and social interactions. Using a quantitative approach, this study describes (1) Are there differences in the orientation of social media use between male and female students in Higher Education in Garut Region, (2) What is the impact of social media on changes in student learning behavior at Higher Education in Garut Region (3) What is the impact of social media on changes in student social behavior at Higher Education in Garut Region. The results of this revealed that social media become the most widely used platform for digital interaction by students, that there is not different using social media between male and female students in Garut. There is correlation 25,4% using social media to learning behaviour change and then are correlation 68,1% media social to social behaviour change at higher education students in Garut. It is necessary for higher education institutions to develop a social media-based learning culture through periodical training to make the most of social media for educational and social purposes.

**Keywords:** social media, learning behaviours, social behaviours.

## 1 Introduction

The Industrial Age 4.0 was characterized by the proliferation of digitization systems in every aspect of life such as social, political, legal, economic and even education. Social media has become a means of communication which until now has been considered more effective in influencing readers and users of social media. In the study We are Social and Hootsuite (2018) there were 130 million Indonesian occupations actively using social media, 132.7 million using the internet, 48% of Indonesia's population tasting social media and 92% of social media users coming from mobile devices or smartphones and around 177.9 million Indonesians have used these mobile devices with an average of 3 hours 23 minutes per day or around 4 hours per day.

**Table 1.1** Figures of Used of Social Media in Indonesia January 2018



Source: We Are Social and Hootsuite, 2018

The use of social media will certainly affect the users themselves in thinking and acting both personally and in groups. This influence then has the potential for changes in social behaviour including one's learning behaviour. Social media is used by the majority of millennials and students become one part of the millennial generation which tends to use more social media to communicate. Survey of the Indonesian Internet Service Providers Association (APJII, 2017) that there are 143.26 million Indonesians who have used the internet, out of a total population of 262 million. That means there is 54.86 per cent of Indonesians who are connected to the internet. There are 49.52% of age between 19-34 years dominating the use of social media, this age group is referred to as the millennial generation and will increase in the next 50-60% of users.

Joseph Yoo, etc. (2017) in his research explained that social media in political activities is a new form of online politics to involve the masses in political activities even though they are hidden. The generation that grew up when the internet culture was born was called a digital native or millennial generation. Supratman and Wahyudin (2017) suggest that this generation is seen as a future generation that is nurtured in a new cultural environment of digital media that is interactive, desolate (personal), communicates personally, and computer literacy.

Meanwhile, according to Amofah & Dadzie (2015) that every digital native day spends 79% of its time accessing the internet. Kaplan & Haenlein (2010) suggested that social media is an internet-based application service that allows users to share their opinions, thoughts, perspectives and experiences. Some experts, such as Laughy and Mc Quail (in Nasrullah, 2017) also explain that social media is a communication tool. Meanwhile, Fuchs (in Nasrullah, 2017) argues that the social definition in social media is that individuals in a community not only exist in an environment but must collaborate with other environments to create cooperation because cooperation is a character of the social. The negative effects of social media include a decrease in life satisfaction (Kross, et al., 2013; Mc.Dool, Powell, Roberts & Taylor, 2016; Tromholt, 2016). Rush sleep quality, anxiety and low self-esteem, shame, and symptoms of depression (Woods & Scott, 2016; Hanna, et. Al., 2017; Lin, et. Al., 2016; Lup, Trub & Rosenthal, 2015 )

There are also positive effects of using social media such as eliminating loneliness, increasing life satisfaction, expression (Pittman & Reich, 2016; Yang, 2016). Some of these studies describe that social media has an important role in influencing its actions, thoughts and experiences. In this study, the author's focus is on how the use of social media has an impact on changes in social behaviour and student learning behaviour in Garut Regency. Social behavior is a person's physical and psychological activity towards others to meet the demands of himself and others (Hurlock, 1995) while learning behaviour is a relatively long change that occurs from experiences (Davidoff, 1998).

Changes in social behaviour and learning generally occur as a result of interaction and communication with the surrounding environment and experience. This behaviour can be positive and negative. Interaction and communication are now mostly carried out on social media, so social media is one that has the potential to change students' social behaviour and learning behaviour in Garut Regency. The focus of this study includes 1) whether there are differences in the orientation of social media use between male and female students at the Indonesian Institute of Education, 2) What is the impact of social media on changes in student learning behaviour at the Indonesian Education Institute, 3) How does social media affect changes in student social behavior at the Indonesian Institute of Education.

## 2 Research Method

This research is quantitative research by testing hypotheses or solving problems based on theoretical deduction, by measuring using statistical data. The type of quantitative research used is an associative quantitative causal relationship where according to Neuman (2013) this study was conducted to determine the causal relationship between independent variables (influencing variables) and dependent variables (variables that are affected). Determination of associative quantitative research method according to Sudjana (2014) is based on the suitability of the method with the research title aimed at finding the influence between independent variables (utilization of social media) and the dependent variable (changes in learning behaviour and social behaviour). Students from 3 major universities in Garut Regency were determined randomly. Furthermore, the data is processed and analyzed using SPSS Statistics 23. The following table relates to respondents based on gender and the effectiveness of using social media as a learning medium:

**Table 2.1** Data on Respondent by sex

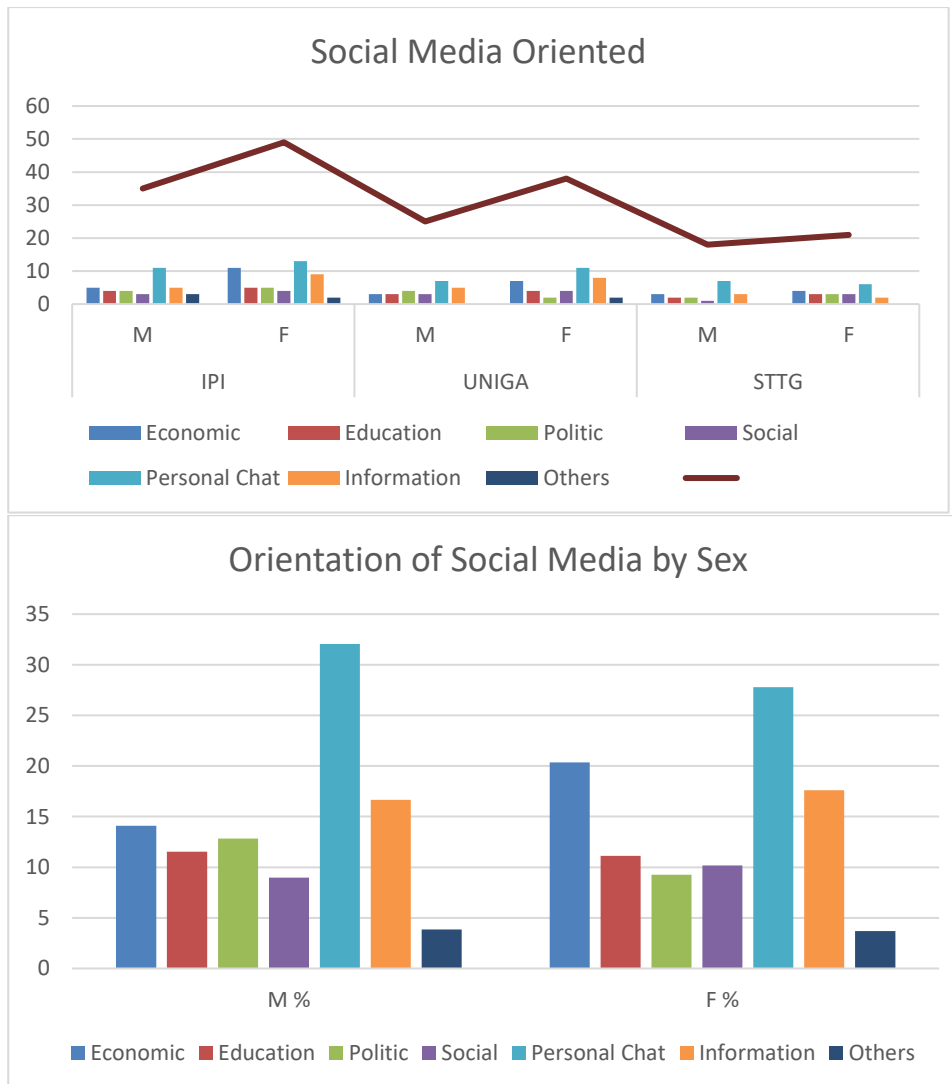
Sex	University Background			Number of Respondents	Presents
	IPI	UNIGA	STTG		
Male	35	25	18	78	42%
Female	49	38	21	108	58%
Amount				186	100%

Source : Pengolahan data responden, 2019

Based on the table of respondents, there were 108 student respondents from women consisting of 49 students from IPI, 38 students from UNIGA and 21 students from STTG; it was suspected that universities in Garut Regency were dominated by women. There were 78 male student respondents consisting of 35 students from IPI, 25 students from UNIGA and 18 STTG students.

## 3 Result and Discussion

Referring to the formulation of the main problem in this study can be elaborated the essence of this research is the orientation of social media use between male and female students in Garut Regency. Based on the results of a survey of students at three universities in Garut Regency, it can be explained in the following table below.



**Fig 1.** Social Media Orientation

Source : Date Analisis 2019

The table shows that the orientation of students, both male and female, have the same orientation which is more dominant for the selection of personal chat, male students 33% and female students 27%, personal chat interests are usually related to personal interests, there are differences in orientation it turns out that the economic orientation is dominated by female students, which is 21% while men are only 13%. Then the information needs only by receiving information, sharing or forwarding the information they are doing. Thus, in general, there is no difference in the orientation of the use of social media by male and female students in Garut Regency. The orientation of the use of student social media for personal interests becomes a habit that is currently being done. The pattern of using social media refers to habits and

frequency by people who are accustomed to dealing with social media (McQuail, 2011). Some people according to Turkle (2005) treat computers as if the object is a human being that is used as a place of emotional overflow.

The impact of social media on student learning behaviour in Garut Regency can be seen in the results of non-parametric SPSS calculations with Spearman rho analysis as follows:

Table 3.1 Correlation

Correlations				
		SocMed		
Spearman's rho	SocMed	Correlation Coefficient	1.000	.254**
		Sig. (2-tailed)	.	.001
		N	186	186
	Learning	Correlation Coefficient	.254**	1.000
		Sig. (2-tailed)	.001	.
		N	186	186

The relationship between Social Media variables with Changes in Learning Behavior in students based on table 3.2 can be stated that the results of the Spearman's rho correlation coefficient test get a value of  $r_s = 0.254$  or 25.4%, with P-value = 0.001 smaller than the value  $\alpha = 0.05$ , then can be reacted  $H_0 =$  rejected. Thus, social media has a significant influence on changes in student learning behaviour at universities in Garut Regency, namely 25.4% or strong enough. Social media is one of the factors that can influence student learning behaviour and actions. Social media not only shapes behaviour towards economic activities but also academic communication. The media is being used in all manners of communication ranging from personal and academic communications (Campbell & Craig, 2014) to professional, health-related communications (Shaffer-Hudkins, Johnson, Melton, & Wingert, 2014; Adewuyi & Adefemi, 2016). Nowadays, universities in academic services have used digital systems, even in 3 universities where the authors have all used online-based services, indirectly changing the manual habits with digital systems. Access to academic services can be done anywhere and anytime with the help of mobile or student smartphone itself.

To see the impact of social media on changes in student social behavior, the same test was carried out using non-parametric statistical analysis which can be seen in the following table:

Correlations				
		SocMed		
Spearman's rho	SocMed	Correlation Coefficient	1.000	.681**
		Sig. (2-tailed)	.	.001
		N	186	186
	Behavior	Correlation Coefficient	.681**	1.000
		Sig. (2-tailed)	.001	.
		N	186	186

The impact of social media on changes in student social behaviour can be seen from the relationship between Social Media variables with changes in social behaviour in students based

on table 3.3. = 0.001 smaller than the value  $\alpha = 0.05$ , then it can be said  $H_0 =$  rejected. Thus, social media has a significant influence on changes in student learning behaviour at universities in Garut Regency, which is 68.1% or very strong. The strong influence of social media on changes in social behaviour does indeed prove that social media is now the most widely used communication media by people in the world, especially the younger generation. Social media is now the mass media of the digital area (Bowles, et al., 2018).

Future research on the specific opportunities that social media provides for the millennial generation to feel inspired by Janicke-Bowles, Narayan, and Seng would be important, considering the detrimental effects that research has observed from social media use in general (McDool et al., 2016; Hanna et al., 2017, Bowles, et al., 2018: 132-133). Social media is participatory, socially engaging, and reciprocal. It thus provides opportunities not only for information sharing but also for social networking and interactive engagement (Benetoli et al., 2015). Social media is one of the factors that can influence the social behaviour of people today. According to Suparno and Sandra (2011), cyberspace like social media is a great revolution capable of changing human behaviour today. Social media is also a cultural transformation, especially in social interactions (Thurlow, 2004). That the presence of technology forms a culture called technopoly where technology is deified and handed over to control all aspects of life (Postman, in Straubhaar, 2010).

## 5 Conclusion

Social media is an online media that users can easily participate, share and create anything. Through the use of social media that is developing at this time, education is possible to apply a learning process that is not only limited by classrooms that are insulated from walls but also can be done by the use of various types of social media. Formal use of social media can be interpreted as a combination of learning in analogue and online. The ease of accessing various information related to science that is needed by students is what later caused the students in Garut district to be particularly enthusiastic in using the facilities available through social media.

The use of social media in the learning process is considered effective to support the expected outcomes of students in the Garut district. Changes in learning behaviour that arise as a result of the use of social media can be seen from the increasing level of use of social media in the learning process, both during class lectures and when exploring information about science related to various subjects outside the classroom.

In addition to changes in learning behaviour, the use of social media also has an impact on the changes in the social behaviour of students in Garut district. This is indicated by the depletion of the level of social interaction between students in the surrounding environment. The use of social media more often makes them seem apathetic towards the surrounding community. For those who use social media, interaction with colleagues or family is considered more fun if done through social media rather than meeting and talking directly.

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