

The Analysis of the Use Social Media During the Pandemic Covid-19 Against AIKA's Learning Achievements at SMK Muhammadiyah 1 South Tangerang

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Abstract

During the Covid-19 emergency, one form of alternative learning that can be carried out during this period is online learning. This study aims to describe the use of social media on student academic achievement in the subject of Islamic Religion Kemuhammadiyah. The instrument used in this study consisted of an online questionnaire sheet and student achievement scores in AIK subjects. The research sample is the students of SMK Muhammadiyah 1 South Tangerang. The data obtained were analyzed using the SPSS 22 program in a quantitative descriptive manner. The instrument used in the study was a questionnaire with a statement of 40 items that had been validated. The research sample was 124 students. Based on the results of the study, it was obtained: 1) the use of social media for students of SMK Muhammadiyah 1 Tangsel with gadgets used by students in participating in online learning at AIKA stated that 99.4% of students already had Android gadgets that were able to integrate the internet and the time of using social media used by students. Students in participating in online learning at AIKA stated that most of them had been long enough; 2) The use of social media used by students in participating in online learning at AIKA states that 99.4% of students already use social media in the form of Instagram, Facebook, Youtube and Whatsapp to support online learning, and 3) There is an influence between social media on achievement student academics in AIKA subjects at SMK Muhammadiyah 1 South Tangerang. With this research, it can be seen that the more often students use social media, the students academic achievement will have an effect.

Keywords: Social Media, Academic Achievement, Covid-19, AIKA.



1. Introduction

As a mirror of students, the teacher can look in the mirror to apply values that can make the personal formation of students who need to pay attention to attitudes, speech, work habits, clothes, and human relations[1]. According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it states that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by teachers or lecturers in carrying out professional duties.5 Meanwhile, according to ministerial regulations, The Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, as for the various competencies that teachers must possess, including: pedagogic, personality, professional and social competencies obtained through professional education[2]. Social competence plays a vital role for a teacher in carrying out his duties as a student mentor[3]. With their social competence, teachers are good at getting along in the community and school environment and can be role models for the community and their students[4].

Every human being cannot be separated from communication[5]. This proves that a teacher needs social competence to communicate effectively with students and facilitate the way for Al-Islam and Muhammadiyah teachers as agents of da'wah in guiding and setting an example for students[6].

At the moment, many people's challenges and fears about COVID-19 virus[7]. The COVID-19 pandemic is, first and foremost, a global health crisis. Many countries have decided to close schools and universities[8]. The United Nations (UN) was furious at this fact[9]. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), at least 290.5 million students worldwide have been interrupted by school closures[10]. At the US university level, coronavirus outbreaks also indicate intervention[11]. Schools have begun to implement policies for teaching and learning activities through remote or online lectures. After that, everyone retreated to break the chain of COVID-19 infections[12]. Due to the proliferation of SARS-CoV-2 and WorkFromHome (WFH) terms, the place of worship has been abolished and the mass program has been removed[13]. Not enough. Schools and universities are also online. The coronavirus also has serious implications for the education sector in Indonesia and around the world[14]. From elementary / ibtidia schools to universities (universities), all levels of education in both the Ministry of Education and Culture of the Republic of Indonesia and the Ministry of Religion of the Republic of Indonesia adversely affect students as they become students Covid-19 transmission Face-to-face classes will be phased out to prevent problems, forcing students to learn from home[15]. Even if not all students are accustomed to learning online[16]. In addition, many teachers and teachers, especially in different regions, cannot teach using internet technology or social media[17].

The coronavirus also has serious implications for the education sector in Indonesia and around the world[18]. From elementary / ibtidia schools to universities (universities), all levels of education in both the Ministry of Education and Culture of the Republic of Indonesia and the Ministry of Religion of the Republic of Indonesia adversely affect students as they become students Covid-19 transmission Face-to-face classes will be phased out to prevent problems, forcing students to learn from home[19]. Even if not all students are accustomed to learning online. In addition, many teachers and teachers, especially in different regions, cannot teach using internet technology or social media[20].

Online learning is learning that uses an internet network with accessibility, connectivity, flexibility, and the ability to generate different types of learning interactions[21]. Zhang etc. Shows that the Internet and multimedia technologies are changing the way knowledge is transmitted and can replace traditional classroom learning[22]. In that implementation, online learning requires support for mobile devices such as smartphones, tablets, and laptops, and information can be accessed from anywhere[23].

Based on the problems stated above, the research problem is formulated into several questions as follows:

1. How is the use of social media at SMK Muhammadiyah 1, South Tangerang?"
2. Class XI students use what types of social media at SMK Muhammadiyah 1, South Tangerang?

3. Is there any influence on the use of online social media and types of social media on the AIK learning achievement of class XI students at SMK Muhammadiyah 1 South Tangerang in the 2020/2021 academic year.

The types of data used in this study are quantitative and are expressed in numerical form. The quantitative approach is research-based and uses data collection, data interpretation, and numerical values from appearance and results to calculate[24]. Quantitative research methods can be interpreted as research methods based on the philosophy of positivism and are used for group and sample research[25]. Data collection and data analysis using research tools is quantitative with the aim of testing applied hypotheses. Data collection techniques are a method used by researchers. Data can be collected.

The data collection method used in this study was to distribute questionnaires to students. The surveys distributed were media usage surveys and surveys on the impact of social media on students' learning success.

The data in this study consisted of primary and secondary data. Primary data is all data collected or collected at the study site in the form of interviews or documents. Data and information are obtained directly using the social behavior of the parties involved in the problem under investigation and specific verbal interview techniques. Interviews and documentation are conducted on-site to obtain primary data. Secondary data is data obtained from books and journals, Shari'a-related articles and literature to supplement and support the primary or all data (interviews and documents) of the research site.

2. Research Method

2.1 Social Media Description Of The Covid-19 Pandemic On Academic Achievement

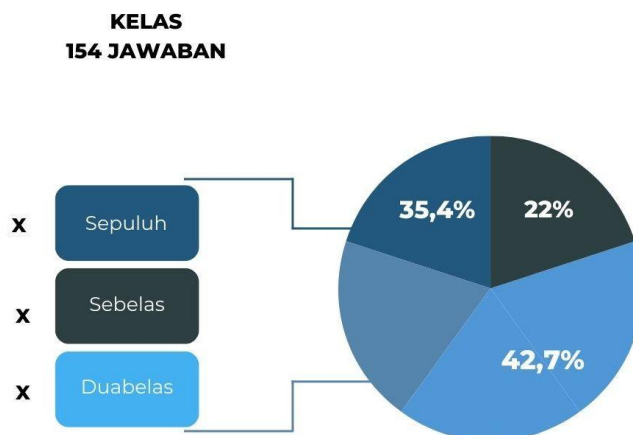
The results of the research that will be discussed consist of data from information questionnaires regarding student perceptions of distance learning using WhatsApp Group. The respondents of this study were students of SMK Muhammadiyah 1 South Tangerang. The number of respondents who filled out the questionnaire was 164 people consisting of classes X, XI, and XII.



Picture 1. online questionnaire.

This study measured five open questions regarding knowledge about social media and the types of media used by students in online learning at AIKA at school. The questions

measured were: 1) Gadgets/Mobile phones used, 2) Social media users, 3) Time to use social media, 4) Types of social media accounts, 5) Background in Creating Social Media Accounts. The results of the distribution of student questionnaires at SMK Muhammadiyah 1 South Tangerang can be seen in the following graph.

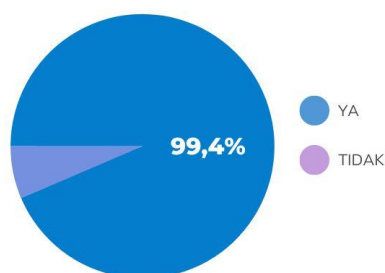


Picture 2. Respondents' Questionnaire Results.

Regarding the software/gadgets used by students in online learning, AIKA stated that 99.4% of students already have Android Gadgets that can integrate with the internet.

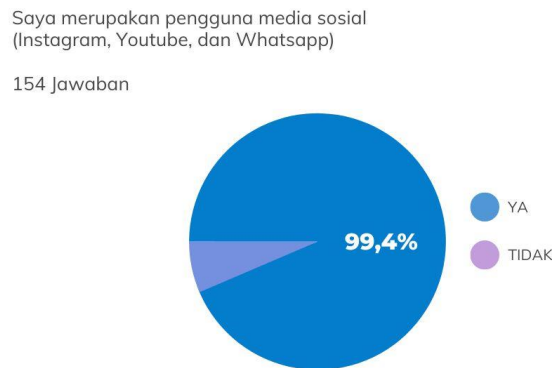
Regarding the use of social media used by students in participating in online learning, AIKA stated that 99.4% of students had used social media on Instagram, Facebook, Youtube, and Whatsapp to support online learning.

Memiliki Gadget (Handphone) Android
154 Jawaban



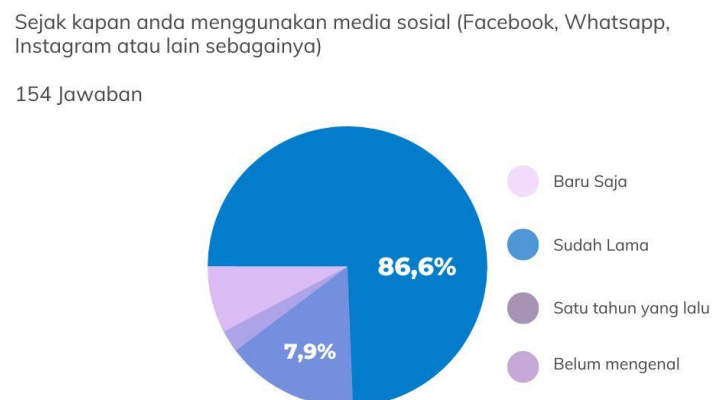
Picture 3. Software used.

Regarding the time of using social media used by students in participating in online learning, AIKA stated that most of them have been using social media accounts on Instagram, Facebook, Youtube, and Whatsapp to support online learning. In a statement, as many as 86.6% of students have been using social media accounts for a long time, 7.9% about a year ago, and the rest have just used social media accounts.



Picture 4. Social media used.

Social networking sites can be used as a new alternative that can be used in learning. This is related to efforts to increase students' enthusiasm for learning which in the end is expected to increase learning outcomes more optimally. The majority of students, teachers, and the wider community already have social networking accounts. This should be put to good use to support the learning process so that students have more variety in the learning process.



Picture 5. Social Media Usage Time.

Distance learning during the online COVID-19 pandemic may also promote student learning independence. Learning without direct instruction from teachers encourages students

to study AIKA materials and their assigned tasks independently. Some of the activities performed are reading reference books, online articles, scientific journals, and discussing instant messaging applications with colleagues. He explained that online learning is more student-centric to emphasize student responsibility and autonomy in learning. Online learning requires students to prepare, organize, evaluate, and maintain their motivation to learn.

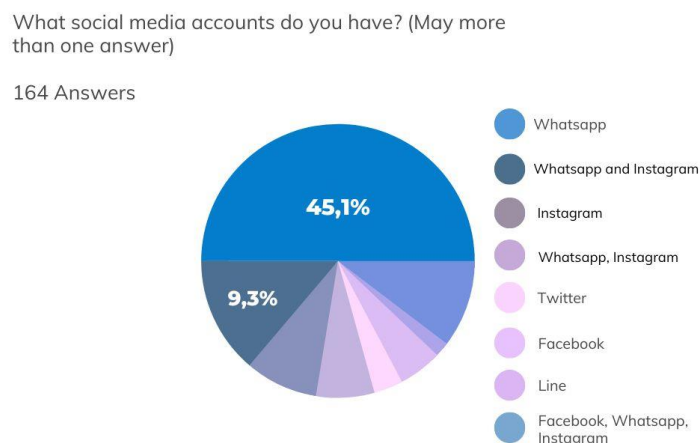
3. Findings

3.1 Social Media Analysis Of The Covid-19 Pandemic On Academic Achievement

The use of online AIKA lessons in class XI students of SMK Muhammadiyah 1 South Tangerang is in the medium category. The medium category means that students who have the intensity of learning AIKA can prepare to study well and have enough time to study AIKA. The students who have a high AIKA learning intensity are active in participating in teaching and learning activities in class, such as asking the teacher and conducting discussions.

Students who have low AIKA learning intensity are students who are less interested in AIKA lessons, and several factors influence it, including students having broken home problems so that students are not concerned when teaching and learning activities. Some students are active with social media such as Facebook and Whatsapp. The existence of Facebook and Whatsapp makes students feel addicted and have low AIKA learning achievements.

Suppose it is seen from the results obtained from the questionnaire given to the respondents. In that case, the AIKA online learning instrument is still lacking in the indicators of students' understanding of the AIKA material. Based on these results, it can be concluded that students' understanding of AIKA subjects is still low as when reading the Qur'an, there are still many wrong reading methods, and there are even some students who have not memorized the hijaiyah letters. Then the indicators of student activity in participating in AIKA students are also still lacking, such as when in teaching and learning activities, only a few students are active and enthusiastic about AIKA lessons. There are positive and negative impacts using social media in the instrument of using social media, which are still low.



Picture 6. Types and Social Media Accounts.

Compared to other types of media accounts, the type of social media that students use in the form of WhatsApp to support AIKA learning is that the majority of respondents (45.1%) technically use WhatsApp applications everywhere. Indicates that you will bring it. Wilson

says the study aims to make it easy for students to learn anytime, anywhere, as learning models that continue the evolution of cellular technology and mobile devices (HP) can be accessed from anywhere. And reinforced by Bolliger. All study materials.

In addition, according to Amry, WhatsApp is the best learning tool that can be applied outside the classroom. Including learning materials at any time enhances the depth of learning and enables students to acquire knowledge. Ranjan, Jain, and Baghel argue that WhatsApp is indirect learning by providing a comfortable environment for users to use in a more flexible time frame. According to data from interviews with five respondents, WhatsApp Group has an advantage in the distance learning process because it can adjust the time allotted for both teachers and students to use anytime, anywhere.

Table 1. Types of Social Media.

	Frequency	Percent	Valid Percent	Cumulative Percent
1	72	58.1	58.1	58.1
Valid 2	33	26.6	26.6	84.7
3	19	15.3	15.3	100.0
Total	124	100.0	100.0	

Table 1. shows the types of accounts using social media using social media in learning AIKA subjects, namely: 1) students using social media with one type, namely Whatsapp, with a percentage of 58.1% 2) students using two social media accounts in the form of WhatsApp and Instagram by 26.6%, 3) while students who use social media accounts more than two use 15.3%. Based on these data, students are more dominant in using social media in the form of Whatsapp because it is easy to reach and has many users. The number of uses of Whatsapp can be in the form of Whatsapp groups in distance learning, providing effective participation in discussions; this is because educators provide opportunities for students to ask and answer questions. The benefits of integrating distance learning processes through mobile applications can also provide opportunities for students to interact with educators to contribute to learning and assist in overcoming difficulties in overcoming space and time constraints, and empowering students to study anytime and anywhere.

A thriving learning environment allows students to study anytime and anywhere. Ranjan, Jain, and Baghel argue that WhatsApp is indirect learning by providing a comfortable environment so that users can use it in a more flexible time frame. Data from interviews with five respondents, they stated that WhatsApp Group has advantages in the distance learning process because it can adjust the time that has been determined; both by the teacher and students, so it can be used anytime and anywhere.

WhatsApp Groups in distance learning provide effective participation in discussions because educators provide opportunities for students to ask and answer questions. The benefits of integrating distance learning processes through mobile applications can also provide opportunities for students to interact with educators to contribute to learning and help with learning difficulties. Social presence in sharing knowledge is the main factor influencing students' motivation to engage in distance learning interactions.

The lack of internet connectivity and the lack of equality in access to the internet are the main obstacles in the distance learning process for students in remote areas; this causes students to fall far behind in participating in the distance learning process. Therefore, this encourages the government to provide internet facilities as a top priority in distance learning so that the process can run well.

Meanwhile, the instruments for using social media that are still low are the positive and negative impacts of using social media. Based on these results, it can be concluded that students who use social media Facebook and WhatsApp do not care about students'

negative impacts when they access social media for too long. They access social media solely for their pleasure and primarily because of following their peers. Instruments for using social media that are already good are the time allocation for accessing social media and their social accounts.

Students who have Facebook and WhatsApp social media accounts do not access them at school but when they come home from school. Most of them access social media during the day, although some students access social media at night and bedtime. Seventy-two students have social media accounts in the form of WhatsApp, 33 people use WhatsApp and Facebook, while nine students have more than two social media accounts.

Based on the normality test results, it can be seen that the use of social media has a significant level of 0.171. For AIKA's academic achievement, a significance level of 0.460 is obtained. Therefore, the calculation results show that the significance value <0.05 usually distributes data. The results of hypothesis testing using regression analysis with dummy variables using SPSS computer assistance, the results obtained comparing the significant value in the table above is 0.000 with $= 0.05$ where Sig count $<0.05m$, so it can be concluded that the independent variable is the use of social media affect AIKA's academic achievement. Based on this explanation, it can be concluded that there is an influence between the use of social media and the type of social media on the academic achievement of students in AIKA subjects at SMK Muhammadiyah 1 South Tangerang. Whatsapp, Facebook, Instagram, and other social media have a different average if each type of social media is used.

4. Conclusion

Based on the results of the research that the author has put forward and the discussion that has been described in the previous chapter, the following conclusions can be drawn:

According to the usage of social media by students of SMK Muhammadiyah 1 Tangsel with software/devices used by students in online learning at AIKA, 99.4 percent of students already have android gadgets that can connect to the internet. Students' usage of social media to participate in online learning on AIKA claimed that most had been quite a while. According to a statement, 86.6 percent of students have been using social media accounts for a long time, 7.9 percent started using them around a year ago, and the rest have just utilized social media accounts.

Using social media used by students in participating in online learning at AIKA states that 99.4% of students already use Instagram. The rest of many social media accounts are used in combination with Facebook, Twitter, Instagram, etc.

There is an influence of social media on students' academic achievement in AIKA subjects. In other words, the more often students use social media, the more students academic achievement has a significant effect.

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