The Effect of Using Facebook on Student Learning Outcomes in Integrated Social Sciences Subjects

[1*]Irvan E. Baruadi, [2]Meyko Panigoro, [3]Agil Bahsoan
[1]Student at the Department of Economic Education/Gorontalo State University, Indonesia
[2]Lecturer at the Department of Economic Education/Gorontalo State University, Indonesia
[3]Lecturer at the Department of Economic Education/Gorontalo State University, Indonesia

Article Info	ABSTRACT
Keywords: Use of Facebook Student Learning Outcomes Social Sciences Subject	The development of social media makes performance faster, more precise and accurate so that it can improve learning outcomes. The social media that is often used nowadays is Facebook. A person's learning outcomes can be seen from the level of success in studying subject matter which is expressed in the form of grades or report cards for each field of study after experiencing the teaching and learning process. In the national education system, the formulation of educational goals, both curricular goals and instructional goals. The aim of this research is to determine the effect of using Facebook on student learning outcomes in integrated social studies subjects at SMP Negeri 2 Satap Biluhu. This research uses a quantitative approach, using survey research methods. The data used is primary data obtained from distributing questionnaires to students at SMP Negeri 2 Satap Biluhu. Whereas The population in this study was all 69 students at SMP Negeri 2 Satap Biluhu. The sample for this study was taken from the entire population, namely 69 people.The data analysis technique uses simple linear regression.The results of the research show that there is an influence of using Facebook on student learning outcomes in the eyesIntegrated Social Sciences Lessons at SMP Negeri 2 Satap Biluhu. The magnitude of the influence of Facebook use on student learning outcomes is 31.6%.

*Corresponding Author:
Irvan E. Baruadi
Student at the Faculty of Economics, Gorontalo State University
Jl. Brig Gen. Sudirman No.6, Dulalowo Tim., Tengah City District, Gorontalo City 96128
Email: irvanbaruadi237@gmail.com

1. INTRODUCTION

The presence of Facebook in the public eye, especially among pupils and students, has positive and negative impacts, especially if used continuously. The misuse of this social media site has become the subject of many news reports, both in print and online. Given Facebook's main goal,

namely expanding the social network, this situation is very ironic. Facebook is not only impacting public life, but is also starting to impact the education system. The decline in student learning outcomes at school is the most detrimental impact of Facebook's influence. Impact is the influence of an activity on an object or program target, in this case what is meant is the influence of the mobile social network "Facebook" on student learning outcomes. Changes caused by students. The definition of impact according to the Big Indonesian Dictionary is a strong influence that has either positive or negative consequences. Impact is also defined both positively and negatively as any change that occurs in the environment due to human activity (Suratmo, 2004).

Social media is a means of conversation that occurs on the internet and is supported by tools in the form of applications or software. Unlike communication on the internet in the past which tended to be one-way, communication on social media is now interactive, open and allows everyone to participate in it. The main actors who enlivened this movement were mostly teenagers, especially students, whether students or university students (Nasrullah et al., 2015). This is natural, because if you look at the background of the largest social media site in Indonesia, namely Facebook

Learning outcomes are the results of student evaluations which also include evaluation of the learning process using the relevant test instruments. Tests sometimes referred to as "learning outcome tests" can be used to check learning outcomes. Learning outcomes are changes that occur in students, both affective and psychomotor as a result of learning activities.

The results obtained by students while participating in the educational process at school and completing assignments given by the teacher are referred to as learning outcomes and are represented by grades or numbers originating from the minimum level of completion required by the institution. The most important aspect of the learning process is the learning outcomes. Haris and Asep (2013) that learning outcomes are real changes in student behavior after the teaching and learning process is carried out in accordance with the teaching objectives."

Meanwhile, according toAccording to (Sudjana et al., 2016)Learning outcomes are the abilities that students have after students receive their learning experience. In the national education system, the formulation of educational objectives, both curricular objectives and instructional objectives, uses Bloom's classification of learning outcomes, which broadly divides them into three domains, namely the cognitive domain, the affective domain and the psychomotor domain.

With several previous studies such as Chairunnisa (2010) said that the use of social media Facebook will have an impact on the learning outcomes that students will achieve, where social media has quite a strong influence on students, for this reason parents and teachers must be able to handle the use of social media by students so that it is not misused. As a result, social media serves as a platform for various types of communication and information sharing among members of all groups, with the focus currently being on the student body. The use of social media among students today really needs to be considered in order to prevent negative impacts on students, especially in their learning outcomes.

Facebook is a social networking site where users can connect with groups based on their interests, city, job, school, and geographic location. For some people, especially students, Facebook's massive user base attracts them to use it as a daily communication tool. (Syaharullah et al., 2021). In this case, what differentiates previous researchers from current researchers is that the subject of previous research was the results of students' learning on the eyeIslamic Religious Education lessons while the current researcher took the subject of Integrated Social Sciences. Then the location used for previous researchers was in Cipasung Tasikmalaya and for current researchers the location was in Gorontalo Regency.

The problem identification in this research is as follows:
 1. there are still students who are busy playing Facebook while learning is taking place,

2. Students communicate less with their peers because they are busy playing on Facebook.
3. Students find it difficult to understand the lessons given by the teacher because they play on Facebook too often.
4. The low student learning outcomes may be the influence of excessive use of Facebook.

2. RESEARCH METHODS

This research uses quantitative methods with the aim of finding out the effect of using Facebook on student learning outcomes at SMP Negeri 2 SATAP Biluhu, with the following research design.
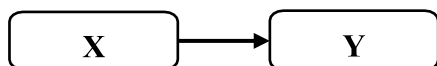

Figure 1. Research Design

The variables used in this research are Facebook Use (X), Student Learning Outcomes (Y). The population in this study was all 69 students at SMP Negeri 2 Satap Biluhu. The sample for this study was taken from the entire population, namely 69 people. Meanwhile, the techniques used in data collection are questionnaires, primary data, measurement scales and documentation.

3. RESEARCH RESULTS AND DISCUSSION

3.1 Validity Test and Reliability Test

So that the results of this research are representative, it is necessary to carry out a validity test. The validity test is used to measure whether a questionnaire is valid or not. As for the test criteria, if rcount > rtable means it is valid, otherwise rcount < rtable means it is not valid. Based on the validity test for variable Meanwhile, the results of the instrument reliability test for variable X are presented in the following table:

Table 1. Instrument Reliability Test

No	Variable	Cronbach Alpha	*Rtable*	Information
1.	Facebook Usage	0.900	0.600	Reliable

Source: SPSS Processed Data, 2023

Based on the table, it was found that the results of the reliability test were carried out on question items which were declared valid. According to Sugiyono (2021) a variable is said to be reliable or reliable if the answers to questions are always consistent. So the reliability coefficient result of the Facebook Use instrument (X) is alpha = 0.900, apparently it has a Cronbach's Alpha value greater than 0.600, which means when the instrument is declared reliable or meets the requirements.

3.2 Data Analysis Results
3.3.1. Data Normality Test Results

The Kolmogrov-Smirnov normality test, a component of the traditional assumption test, was used to test the normality of the data. Knowing whether the residual values are normally distributed or not is the aim of the data normality test using Kolmogrov Simornov. A decent regression model will include regularly distributed residual values.
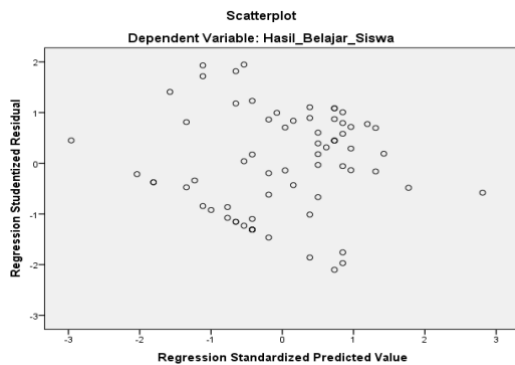
Figure 2. Scatter plot

The scatterplot in the figure shows that the points, which are the top zero or bottom zero of the vertical axis, are randomly distributed. Therefore, it can be said that this model does not show heteroscedasticity.

Table 2. Normality Test

	Unstandardized Residual
N	69
Normal Parametersa,b Mean	,0000000
Std. Deviation	4.72732607
Most Extreme Absolute	,073
Differences Positive	,061
Negative	-,073
Kolmogorov-Smirnov Z	,606
Asymp. Sig. (2-tailed)	,856

The results of the normality test using the Kolmogorov-Smirnov test technique have a significance value of 0.856, higher than alpha 5% (0.05), as seen in the table above. The residual value is further shown to be distributed regularly.

3.3 Regression Analysis Results

Regression analysis is used to test the relationship between independent and dependent variables and to predict dependent and independent variables using independent and independent variables. The next step is data modeling using direct regression analysis after the traditional assumptions of data normality and data heteroscedasticity have been tested and proven correct. The analysis results are displayed as follows:

Table 3. Regression Analysis Results

Model	Unstandardized Coefficients	Standardized Coefficients Beta	t	Sig
	B Std. Error			
1. (Constant)	54,191 4,943		10,962	,000
Facebook Usage	,371 ,067	,563	5,569	,000

   a. Dependent variable: student learning outcomes

Based on the results of the analysis above, the simple linear regression model that is built is: $\hat{Y} = 54.191 + 0.371X$

The effect of using Facebook on student learning outcomes (Irvan E. Baruadi)

From this model, the following things are interpreted:

a. If there is no influence from the variable Facebook Use (the influence is not significant), then the average Student Learning Outcome is 54,191 units.
b. Every change in the Facebook usage variable will affect student learning outcomes by 0.371 times the unit.
c. There is an influence of Facebook use on student learning outcomes.

3.4 Hypothesis Testing (T Test)

The next hypothesis will be tested after obtaining estimates of the regression equation model. The t test is used for testing. The following statistical hypotheses need to be verified: The test criteria are if the value is greater than , then it is rejected as being accepted, meaning it is significant. If the value is greater than then it is accepted and rejected means it is not significant.$t_{hitung} t_{tabel} H_0 H_1 t_{hitung} t_{tabel} H_0 H_1$.

Based on the results of the significant test, it is known that t_count > t_table, or (5.569 > 1.994) at the 5% significance level, means significant. This means that H0 is rejected and H1 is approved. This shows that the use of Facebook has an impact on the social studies learning outcomes of students in grades VII, VIII and IX of SMP Negeri 2 Satap Biluhu.

3.5 Determination Testing

The coefficient of determination value is a value whose magnitude ranges between 0%-100%. To find out the magnitude of the coefficient of determination (R^2) can be seen in the following table:

Table 4. Interpretation of Correlation Coefficients

Model	R	R Square	Adjusted RSquare	Std. Error of the Estimate
1.	,563a	,316	,306	4.76249

    a. Predictors: (constant), Facebook_usage
    b. Dependent variable: Student_Learning_Results

Based on the results of the analysis above, the Pearson correlation coefficient (R) value was 0.563. This shows that there is a fairly strong relationship between the use of Facebook (X) and student learning outcomes (Y) in social studies subjects for classes VII, VIII and IX at SMP Negeri 2 Satap Biluhu.

3.6 Discussion

Student learning outcomes are actions that can be seen and demonstrate a person's skills. Student talent, which is a change in behavior brought about by learning, can be categorized according to a number of criteria,(Suciyati & Mukhlishina, 2022). Understanding learning outcomes can provide an overview of the main goal, namely to determine the amount of success achieved by students after completing a learning activity. The level of success is then symbolized by a scale of values in the form of letters or word symbols.

The use of Facebook is a social media in its use regarding the goodness of using Facebook groups in learning its capabilities from pedagogical, social and technological aspects. Using Facebook groups creates an attitude of helping each other and providing support for each other to prepare learning assignments.

The results of this research are supported by the theory put forward by Mailoor et al., 2017. Depending on the user, the use of social media can have positive and negative effects. Social media has a positive effect on training skills, expanding knowledge and keeping up with the latest news. However, the opinion of children's education expert Kak Seto in a seminar in

Tasikmalaya 23 November 2018, stated that the use of social media by children is considered to have more negative than positive effects. This is because the benefits of social media are not as good as they should be. As a result, children don't talk to peers of the same age or don't want to talk to them. It is clear that this has a significant impact on the mental and emotional state of children.

The results of this research are supported by the results of relevant previous research, namely research conducted by Ulum and Tsaronny (2019) that The use of Facebook social media by students has a positive impact on student learning outcomes. This means that the use of Facebook has a very high influence.

Based on the results of my findings, there is an influence on the use of Facebook on learning outcomes, this influence has a positive impact and of course has a negative impact. And my findings are supported by several experts, namely as follows:

1. According there are 6 positive influences due to the use of Facebook, namely: knowing one's potential, promotional media, discussion media, as a promotional tool, being able to interact with friends easily, strengthening relationships with friends, so that our network is wide, with Facebook we can exchange thoughts very easily, exchange of information is very well facilitated.
2. Meanwhile, the negative impact of Facebook seems to be felt on teenagers, students and children. The negative impact of Facebook is increasingly felt day by day, even though many Facebook users are not aware of the negative impact.

4. CONCLUSION

Based on hypothesis testing, this research tests the idea that the use of Facebook improves student learning outcomes, and the results show a quite significant influence, as indicated by a high correlation coefficient (R) value of 0.563. The percentage of influence is 31.6%, according to the coefficient of determination (Rsquare). Thus, this study accepts the research hypothesis that the use of Facebook has a positive effect on the social studies learning outcomes of students in grades VII, VIII and IX at SMP Negeri 2 Satap Biluhu.

REFERENCES

Haris, A., & Asep, J. (2013). *Learning Evaluation.* Yogyakarta: Multi Pressindo.

Chairunnisa. (2010). Thesis on the Relationship between Intensity of Accessing Facebook and Learning Motivation of MAN 13 Jakarta students. *Syarif Hidayatullah State Islamic University.* http://repository.uinjkt.ac.id/dspace/bitstream/123456789/2448/1/CHAIRU NNISA-FPS.PDF

Indahwati, Rohmah, and Hasan Basri. (2017). The Effect of Using Facebook as a Learning Media on Student Learning Outcomes. *Journal Of Sylogism: Study of Mathematics and its Learning, 2*(2). https://doi.org/10.24269/js.v2i2.787.

Masunah, Siti, et al. (2021). The Influence of Facebook and Democratic Parenting Patterns on the Indonesian Language Learning Outcomes of Class V Elementary School Students in Ngantru District. *Brilliant: Research and Conceptual Journal, 6*(3). p. 497. https://doi.org/10.28926/brilliant.v6i3.638.

Miloor, A., Senduk, J. J., & Londa, J. W. (2017). Pengaruh Penggunaan Media Sosial Snapchat Terhadap Pengungkapan Diri Mahasiswa Jurusan Ilmu Komunikasi Fakultas Ilmu Sosial Dan Politik Universitas Sam Ratulangi. *Acta Diurna, 6*(1). https://media.neliti.com/media/publications/92839-ID-none.pdf.

Nasrullah, R. (2015). Social Media from Communication, Culture and Sociotechnology Perspectives. Bandung: Rekatama Media Symbiosis

Suciyati, S., & Mukhlishina, I. (2022). The Influence of Discipline on Learning Outcomes of Class IV Students at Landungdari 1 State Elementary School, Malang City. *Papeda Journal: Journal of Basic Education Publications,* 4(2), 110–118. https://doi.org/10.36232/journal basic education.v4i2.2799

Suratmo F. G. (2004). *Environmental Impact Analysis.* Gajah Mada University Press, Yogyakarta.

Sugiyono. (2021). *Statistika untuk Penelitian (31st ed.).* CV. ALFABETA.

Sudjana, N. (2016). *Assessment of Teaching and Learning Process Results.* Bandung: PT Teenage Rosdakarya.

Syaharullah, Y. M., & Syarif, A. (2021). Use of Facebook in Promotion of Finished Goods Products. *Piral Journal: Journal of Contemporary Islamic Studies, 12*(2), p. 29.

Ulum, M. S. & Tsaronny, M. A. G. (2019). Pengaruh Penggunaan Media Sosial Facebook Terhadap Hasil Belajar Peserta Didik Mata Pelajaran Pendidikan Agama Islam (PAI). Thoriqotuna : *Jurnal Pendidikan Islam, 2*(2). https://moraref.kemenag.go.id/documents/article/99047180253349767.