



Tiktok Social Media Use Intensity: Does It Affect Learning Motivation?

Rida Sinta Anggiandari¹, Tatik Meiyuntariningsih², Hetti Sari Ramadhani³

^{1,2,3}Fakultas Psikologi, Universitas 17 Agustus 1945 Surabaya, Surabaya, Indonesia

*Corresponding Author: Rida Sinta Anggiandari.

Email: anggiaridarsa14@gmail.com

ABSTRACT

The purpose of this study is to prove the relationship between the intensity of TikTok social media use and learning motivation in grade XII students. The subjects in this study were 127 class XII students at SMA Negeri 13 Surabaya with age criteria of 17-18 years and using the TikTok social media application. The sampling technique in this study used purpose random sampling. The data analysis technique used was the non-parametric Spearman-Rho technique and obtained a correlation coefficient of 0.405 with a significance level of 0.000 (<0.01). In the results of the correlation test in this study, it was concluded that there was a positive correlation between the variable intensity of TikTok social media use and learning motivation. This means that the higher the intensity of using TikTok social media, the higher the motivation to learn.

Keywords: Learning Motivation ; Third Grade High School Student ; TikTok Social Media Use Intensity,

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INTRODUCTION

Motivation can develop because of the desire to know and understand something then encourage students to study seriously to achieve learning goals (Rahmawati, et al. 2017). Learning motivation in students can also foster learning intentions so that they are able to achieve the expected goals in a particular subject (Cahyani, et al. 2020).

Wasito (2019) said that learning motivation can be seen from how a student pays attention to a lesson, students who are active in giving questions, and have a passion for learning. In line with Nisrinafatin's (2020) narrative, this learning motivation in students encourages students to always involve themselves actively during the learning process.

Supported by the statement of Sidik & Sobandi (2018) states that, student learning motivation can be influenced by five factors, namely: 1) personality development that will cause motivation in achieving goals, 2) students' abilities and skills in strengthening motivation, 3) students' environmental conditions (family and community) that are stable in providing support, 4) dynamic elements in learning so that they are able to adapt to the environment to gain experience, 5) Competent teachers create innovations in learning activities.

A student who does not have the motivation to learn will not carry out learning activities that are his main task. One factor that can inhibit students from having learning motivation is in the use of social media. Learning motivation in a person can be influenced by psychological factors included in attention, talents and interests. One of the things that interferes with psychological health is the use of social media which will make someone lose their interest and attention in learning activities because they consider social media more interesting, so they use a lot of time to use social media rather than study, said

Nurvadillah (2022) in his research.

In the use of social media, middle age teenagers tend to use it to fulfill curiosity about various things found on social media and also teenagers use social media because social media is becoming a trend among their peers. Most teenagers think that the more active they are on social media, the more they will be considered cool and social. Meanwhile, teenagers who do not have social media are usually considered less social or outdated (Aprilia, et al. 2020).

The use of social media is also inseparable from the adverse effects caused. The adverse effects are (1) lack of socialization with the surrounding environment directly, (2) reduced time to learn for students, (3) vulnerable to deviant behavior, one of which is due to pornographic content, and (4) affects physical health, especially in the eyes (Rismana, et al. 2016). The advancement of social media does have many positive impacts on adolescents, but it also has a negative impact on the lives of adolescents themselves. One of the negative impacts is due to adolescents who are less able to control the use of social media. If adolescents are unable to control it, then the intensity of duration in its use will increase (Aprilia, et al. 2020)

One form of social media that is currently in great demand is TikTok (Afrelia & Khairat, 2022). TikTok itself is a form of social media based on music videos from China which was launched in September 2016. The TikTok application makes it easy for users to access and create short music video snippets (Ramdani, et al. 2021). The results of survey data presented by Rizaty on the DataIndonesia.id news portal (2022) stated that Indonesia ranks second in TikTok's active users of 99.1 million people with users aged 20-29 years as much as 35% and followed by the age range of 10-19 years by 28% with the average duration of using this TikTok application spending approximately 23.1 hours per month. The measure of how long and how often someone uses social media can be said to be the intensity of social media use (Larasati & Sunarto, 2020). This intensity can be measured based on aspects of the duration and frequency of social media use (Windarwati, et al. 2020).

METHOD

This study used quantitative methods with a correlational approach to observe the relationship between two variables. The variables used in this study were the intensity of TikTok social media use as an independent variable (X) and learning motivation as a dependent variable (Y).

The research subjects in this study were 127 class XII students at SMA Negeri 13 Surabaya with purpose sampling techniques with the characteristics of the subjects of this study are: 1) Class XII students who have smartphones, 2) TikTok social media users. The study was conducted on November 27, 2022.

In this study, the learning motivation scale used was proposed by Uno (2014) and the TikTok social media use intensity scale proposed by Del Bario (Andriyani, 2022).

The statistical data analysis technique in this study used the spearman rho technique. Spearman Rho is a non-parametric statistical data analysis that links between an independent variable (X) and one dependent variable (Y).

RESULT

The subjects of this study were class XII students at SMA Negeri 13 Surabaya who had smartphones and used TikTok social media. The subjects collected were 127 people, of which 57 were male and 76 were female with an age range of 17 years as much as 45% (57 people) and an age range of 18 years as much as 55% (70 people).



Normality Test Results

Variabel	Kolmogorov - Smirnov			
	Statistic	Df	Sig.	Information
Learning Motivation	0,126	127	0,000	Abnormal

Based on the results of the normality test shown in the table above, it can be interpreted that the significance value is 0.000 ($p < 0.05$). So it can be concluded that the data is abnormally distributed so that it can be analyzed using the Spearman Rho correlation test.

Results of the Correlation Test of TikTok Social Media Use Intensity with Learning Motivation

Correlation Coefficient	Sig.	Information
0,405	0,000	Significant

Correlation Coefficient Guidelines

Internal Coefficient	Relationship Level
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very Powerful

(Sugiyono, 2018)

The correlation test in this study using spearman rho obtained a correlation coefficient of 0.405 with a significance level of 0.000 (<0.01), which shows that there is a significant positive correlation with a moderate level of relationship between the intensity of TikTok social media use and learning motivation. Significance assessment refers to the criteria of spearman rho correlation testing.

DISCUSSION

This study aims to determine the relationship between the intensity of TikTok social media use and learning motivation in grade XII students. The hypothesis used in this study is "TikTok Social Media Use Intensity Negatively Correlates with Learning Motivation", this means that the higher the intensity of TikTok social media use, the lower the learning motivation of class XII students, as well as if the use of TikTok social media is low, the higher the learning motivation in grade XII students. Based on the research described above, researchers used male and female student subjects with an age range of 17-18 years who used the TikTok application as many as 127 people. The correlation technique used

in this study is non-parametric spearman rho on the grounds that it is due to the distribution of research data that shows abnormal results. Based on the results of this correlation, there is a significant positive correlation between the intensity of TikTok social media use and learning motivation, so it can be concluded that the hypothesis in this study is rejected.

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