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Learning Motivation In Students Social Media Users At The Beginning Of The Offline Period *(Descriptive Quantitative Study On Guidance And Counseling Study Program Students At Sanata Dharma University)*

Monica Novi Anggara[1], Yohanes Heri Widodo[2]
Sanata Dharma University
monicanovianggara@gmail.com[1], heripsy@usd.ac.id[2]

Abstract: *This study aims to: (1) Measure the learning motivation level of students who use social media at the beginning of the offline periods. (2) knowing the items on the learning motivation measurement scale that are identified as low can be proposed as guidance topics. This type of research is descriptive quantitative. The subjects of this study were 112 students who use social media in the guidance and counseling study program. Data collection uses a Likert scale with 49 valid items and has a Cronbach Alpha reliability index of 0.936. the scare is arranged based on aspects of learning motivation, namely: (1) Attention; (2) Relevance; (3) Confidence; (4) Satisfaction. The data analysis technique used in this study is descriptive statistics which refers to the categorization norms with very high, high, medium, low, and very low levels. The results of this study: (1) the learning motivation level of student's social media users at the beginning of the offline period is high, in more detail 19.64% is in the very high category, 57.14% is in the high category, 22.32% is in the medium category, 0.90% with low category, and 0% with the very low category; (2) the results of item analysis show that 1 item has a low score. The proposed classical guidance topic is: 1) Tips to overcome learning boredom "Overcome your learning boredom" 2) Interesting learning styles and strategies "Let's get to know interesting learning styles and strategies" 3) Self-version of effective learning methods "Let's get to know effective ways of learning self-venge alone".*

Keywords: *Beginning of the offline period, college students as early adults, learning motivation, social media.*

INTRODUCTION

Mc. Donald (in Parnawi, 2020) says motivation is a change in energy in an individual with marked feelings and reactions to achieve goals. Agree with Mc. Donald, Emda (2018) added that learning motivation is a condition that exists in individuals where there is an urge to do something to achieve goals. Aziz (Irfan et al., 2019) also added that learning motivation is an encouragement that exists in individuals who are aware of being able to carry out learning activities to achieve certain goals that can increase learning achievement.

From this description, it can be concluded that the notion of motivation to learn is encouragement from oneself to do and direct oneself to be interested in learning so as to achieve the goal of achieving optimal learning achievements that are useful for individuals.

Low motivation will make individuals not have the drive to act on goals both physically and mentally. This is in accordance with what Lee & Martin stated (in Fitriyani et al., 2020) that motivation is an important part of an activity. If students are not motivated, they will not be actively involved in learning activities and will not enjoy the process of learning activities so the individual is not diligent, and creative and does not experience an increase in learning outcomes.

According to Qin (in Laras & Rifai, 2019) students who have low learning motivation do not have learning abilities and self-confidence when experiencing learning difficulties. Low learning motivation makes individuals lose their enthusiasm for

learning so they are not motivated to get maximum learning results. However, if the learning motivation is high, the individual will have a high enthusiasm for learning (Syachtiyani & Trisnawati, 2021).

Online lectures make student learning motivation at various universities low. At Sanata Dharma University, the Chancellor issued Circular Number 203/Rector/VI/2022 concerning Governance Policy for Sanata Dharma University Odd Semester Academic Year 2022/2023 which stated that lectures would be held offline. During the transition period from online to offline lectures, of course, has pros and cons for students, such as the interest of students at Sanata Dharma University to carry out offline lectures is low, even though online presence alone is recognized as not helping optimal learning (Laksana, 2022). This is not only happening in private universities, state universities are also experiencing the impact of the transition from online to offline lectures such as Airlangga University and Brawijaya University.

From the point of view of Airlangga University students, the implementation of offline lectures makes students not fully prepared because they have to get up early, face traffic jams, jostle with other students, and run from the parking lot when the clock is running out (Times Indonesia, 2022). In addition, a student at the Faculty of Engineering, University of Brawijaya, said that when doing offline learning, he had difficulty communicating with other people and needed to adapt to a new environment (Fajar Ningrum, 2022). From the explanation above it can be concluded that many students experience problems in offline lectures and when students experience online lectures, students are accustomed to and very dependent on gadgets, one of which is accessing social media, therefore it is not surprising that when they return to offline lectures students experience motivation low learning.

According to Anggraini (2016) two factors influence individual learning motivation. The first is the motivation to learn that comes from internal factors. This motivation can occur because the individual is aware of the importance of learning for provision and self-development in living life. Intrinsic factors that can influence learning motivation are individual willingness to study the field of knowledge and orientation to follow higher education.

Second, learning motivation comes from external factors. This motivation comes from the stimulation of other people and the surrounding environment which can affect the individual's psychology. The extrinsic factors that influence are the teaching quality of the lecturers, the quality of the materials, the learning methods used by the lecturers, the situation and condition of the physical space, and the library facilities that can be used by students.

Based on the background and some of these explanations, the researchers were interested and encouraged to conduct research with the title "Learning Motivation in Students Using Social Media at the Beginning of the Offline Period".

METHODOLOGY

Subject

According to Sugiyono (2021), the subject or population is all elements that will be used as a generalization area with population elements which are all subjects that will be measured and researched. The research subjects were students of the Guidance and Counseling study program with a total of 112 respondents using social media. This study uses the purposive sampling technique, according to Sugiyono (2019), the purposive sampling technique is a technique for collecting sample members, and how to do this using certain criteria. The criteria in this study were Guidance and Counseling Students at Sanata Dharma University who use social media.

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Measurement

The instrument in this study was in the form of a scale, namely the learning motivation scale. The scale used is the Likert scale. The learning motivation scale consists of four aspects, namely Attention, Relevance, Confidence, and Satisfaction.

In testing the validity, researchers used 2 measurements of validity, namely content validity and psychometric validity. Content validity according to Azwar (2012) is the validity that is estimated through testing the content of the test with rational analysis or with professional judgment. Meanwhile, the psychometric validity test in this study aims to assess the correlation of total items on variables using the Pearson Product Moment correlation technique through the JASP program version 0.16.3.0 for Windows. Based on the validity test of student learning motivation items using social media at the beginning of the offline period shows that 49 items are said to be valid and 0 items are said to be invalid. Therefore, it can be concluded that all items of student learning motivation using social media at the beginning of the offline period are valid.

The instrument reliability test in this study used the Alpha Cronbach coefficient formula through the JASP program version 0.16.3.0 for Windows. According to the Guilford criteria table, the alpha coefficient is between 0.91-1. Based on the results of the reliability test on the learning motivation instrument, it obtained an α value of 0.936 so it can be said that this instrument is reliable.

Data Analysis

The steps of the data analysis technique that the researchers followed in this study were determining scores and processing data, conducting categorization analysis, conducting validity tests using the Pearson Product Moment formula, and conducting reliability tests using the Alpha Cronbach formula through the JASP program version 0.16.3.0 for Windows.

RESULT AND DISCUSSION [Cambria 11, bold]

1) Description of Learning Motivation in Students Using Social Media at the Beginning of the Offline Period

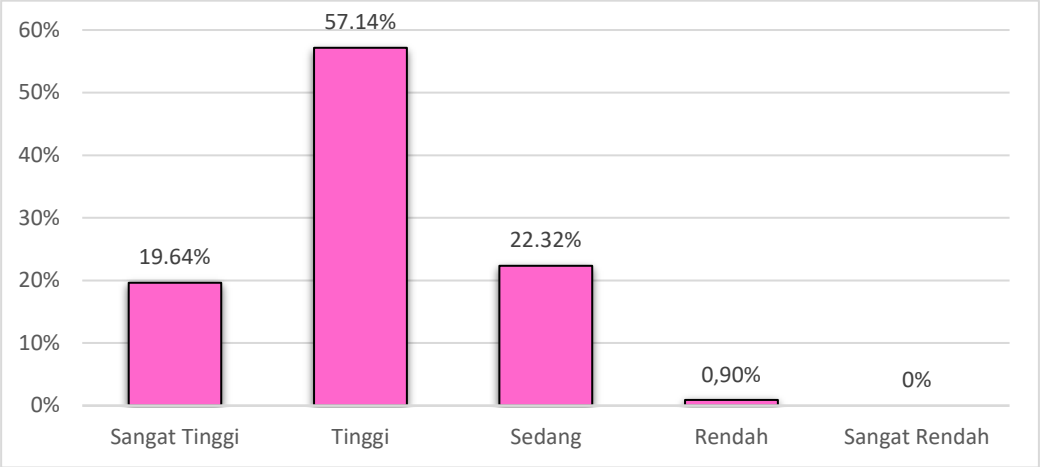
Based on the research data obtained after distributing the study motivation questionnaire to the research subjects, it can be seen that the description of learning motivation in students who use social media is analyzed using categorical descriptive statistics which are then presented in the following table:

Kategori	Interval	Frekuensi	Persentase
Sangat Tinggi	$159.25 < X$	22	19.64%
Tinggi	$134.75 < X \leq 159.25$	64	57.14%
Sedang	$110.25 < X \leq 134.75$	25	22.32%
Rendah	$85.75 < X \leq 110.25$	1	0.90%
Sangat Rendah	$X \leq 85.75$	0	0%
Jumlah		112	100%

As seen in the graph, the description of Learning Motivation in

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Students Using Social Media at the Beginning of the Offline Period is as shown in the following figure:



Based on table 4.1 and figure 4.1 above it can be seen that:

(1) There are 22 (19.64%), students, using social media who show learning motivation in the very high category.

(2) There are 64 (57.14%), students, using social media who show learning motivation in the high category.

(3) There are 25 (22.32%), students, using social media who show learning motivation in the medium category.

(4) There is 1 (0.90%) student using social media who shows learning motivation in the low category.

(5) There are no students using social media who show motivation to study in the very low category.

So, it can be concluded that the learning motivation of students who use social media at the beginning of the offline period tends to be high.

2) Identification of Learning Motivation Questionnaire Items in Students Using Social Media at the Beginning of the Offline Period

Based on the acquisition of research data collected by spreading the measurement scale of learning motivation to students using media at the beginning of the offline period, the results are obtained in the following table:

Kategori	Interval	Frekuensi	Persentase	Nomor Item
Sangat Tinggi	364 < X	8	16.32%	1,2,4,7,14,27,31,43
Tinggi	308 < X ≤ 364	28	57.14%	3,5,6,8,9,10,11,12,13,15, 17,18,19,20,21,22,28,29, 30,32,33,35,36,37,38,39, 40,42
Sedang	252 < X ≤ 308	12	24.48%	23,24,25,26,34,41,44,45, 46,47,48,49
Rendah	196 < X ≤ 252	1	2.06%	16
Sangat Rendah	X ≤ 196	0	0%	-
Jumlah		**49**	**100%**	

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Based on table 4.2 above shows that:

(1) There are 8 items (16.32%) that are in the very high category

(2) There are 28 items (57.14%) that are in the high category

(3) There are 12 items (24.48%) that are in the medium category

(4) There is item 1 (2.06%) which is in the low category

(5) There are no items in the very low category

So, it can be concluded that the results of the analysis of item scores on the learning motivation level of students using social media are in the high category.

3) Discussion

From the results of research conducted by researchers regarding the level of learning motivation in students who use social media at the beginning of the offline period, it is known that there are 22 (19.64%) students in the very high category and 64 (57.14%) students in the high category who have high learning motivation. Meanwhile, the results in the medium category were 25 (22.32%) students, low were 1 (0.90%) students, and there were no students who had very low learning motivation from a total of 112 respondents collected. So, it can be concluded that the learning motivation of students who use social media in the guidance and counseling study program tends to be high, meaning that students who use social media have a strong urge to study during this early offline period.

The results obtained were that the level of learning motivation among students using social media at the beginning of the offline period tended to be high and did not match the researcher's initial assumption that the level of learning motivation among students using media at the beginning of the offline period tended to be low. The high learning motivation of students who use social media in the Guidance and Counseling study program at Sanata Dharma University is due to the fact that students conduct lectures offline and have the opportunity to have direct relationships. There are two things that can influence humans to relate directly, the first is that people in Indonesia adhere to eastern culture as a society with a communal culture, and the second is because students of the guidance and counseling study program study the humanities.

The first factor influencing the high motivation of student learning is communal culture. Communal culture or communal culture according to Goffee & Jones (in Mansur & Tikson, 2017) is a culture with high sociability and high solidarity that promotes friendship within the group and evaluates each other's performance so that this group is very friendly both physically and socially. personally and professionally with one another. Guidance and counseling study program students are Indonesian people and adhere to a communal culture and tend to enjoy meeting and relating to other people. This relationship is fun because there is a communal culture, especially since students are currently in the transition period from adolescence to adulthood, during this period relationships are very important for their development. When doing offline lectures, students will meet other people directly and it will be something fun to include in the learning process. This can be supported by the external conditions of students, namely the influence of the student environment in everyday life.

Uno (2007) explains that student learning motivation can arise due to extrinsic motivation. Examples of extrinsic motivation are the existence of rewards in learning, the existence of interesting activities in learning, and the

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existence of a conducive learning environment. Sardiman (2008) explains that extrinsic motivation is the motives that arise as a result of external stimuli or encouragement. The student learning environment consists of lecturers, educational staff, boarding houses, or residences. In addition, there is one group whose influence is more significant, namely relationships with peers.

Student relations with peers or peer groups. Damsar (in Nasution, 2018) says that peers are a social group of individuals who have conformity in terms of age, hobbies, and other habits. Agree with Damsar that peers are a group consisting of several individuals, but Hadi (in Nasution, 2018) adds that peers are a social group that allows education to occur and becomes a means of introspection which will bring up ideals that can give meaning separate from the group that is woven together. From this theoretical opinion, it can be concluded that peers or peer groups are groups that establish social relationships that have similarities in terms of age, hobbies, and needs, and have the same interests. If a peer environment encourages learning and has a positive impact on students, it will have an impact on increasing learning achievement.

Apart from the communal culture, there are also factors that influence the high motivation of the student to learn. Maslow (in Budiarti, 2015) says that humans are basically social beings and need to realize social relations and will not be able to live alone to meet their needs, so humans will live in relationships with other humans so that they can help each other and relieve each other in fulfilling various needs. need. Agreeing with Maslow, Habibahi, et al., (in Hutagalung 2015) also said that every human being cannot live alone without the help of others or what is called the instinct of gregariousness which is the instinct to live together or in groups with other humans. Students of the Guidance and Counseling Study Program are happy when they return to conducting lectures offline because they are studying the humanities and it is understandable that they are interested in relating to other people, including relations with peers so that when students carry out the learning process directly with direct relations it will make students driven and highly motivated.

Students of the Guidance and Counseling Study Program at Sanata Dharma University are students who use social media. Even though a student of the guidance and counseling study program is a social media user, he still needs relationships because these relationships are still needed both directly and indirectly. Nowadays, the use of social media is undeniable and has become a necessity for every individual to generate motivation to learn. So when students return to offline lectures students need the role of peers.

Every individual needs recognition, which makes him try to follow the standards that apply in his friendship environment which makes the individual experience pressure in his association so that he can follow the habits of his group. If in a friendly environment you have good study habits, remind each other when one of your friends is lazy, and help teach friends who get bad grades, then learning motivation will increase. Friends will mutually encourage each other to try harder in learning so that they can arouse each other's learning motivation to lead to positive and productive things. A friendly environment like this can make them motivated and have a high enthusiasm for learning and have a spirit to compete to achieve optimal learning results.

4) Implications of Research Results

Based on the results of research on the level of learning motivation in students who use social media at the beginning of the offline period, it can be

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concluded that the level of learning motivation tends to be high. Based on the analysis of the achievement of the instrument item scores on the level of learning motivation in students using social media, there were no items with very low achievement scores. However, the researcher found 1 bad item with the statement "I am easily bored with the lecturer's explanations because they are not interspersed with humor" (item number 16) included in the low category. Therefore the researcher proposes the topic of guidance on the item Learning Motivation for Students Using Social Media at the Beginning of the Offline Period, as follows:

Table
Proposed Guidance Topics for Students

Item Number	Indicator	Item Statement	Topics	Guidance Strategy
16	Attention "use of humor"	I easily get bored with the lecturer's explanations because they are not accompanied by humor	1. 1. Tips for overcoming study boredom "Overcome your study boredom" 2. 2. Interesting learning styles and strategies "Let's get to know interesting learning styles and strategies" 3. 3. How to learn effectively yourself "Let's get to know our version of an effective way of learning"	Classical guidance

CONCLUSION

Based on the results of research regarding the level of Learning Motivation in Students Using Social Media at the Beginning of the Offline Period, the following conclusions can be drawn:

(1) The level of learning motivation among students who use social media in the Guidance and Counseling study program at Sanata Dharma University tends to be high.
(2) Based on the analysis of the achievement score of the instrument item scores for the level of learning motivation in students using social media, there were no items with very low achievement scores. However, the researcher found 1 low item with the statement "I am easily bored with the lecturer's explanations because they are not interspersed with humor (item number 16)" included in the low category. Therefore the researcher proposes guidance topics namely: 1) Tips for overcoming learning boredom "Overcome your learning boredom" 2) Interesting learning styles and strategies "Let's get to know interesting learning styles and strategies" 3) How to learn effectively your own version "Come on identify your own version of an effective way of learning".

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