

The Role of Social Media in Encouraging Student Engagement: A Case Study in Senior High School

Rohmatul Janah

University of Muhammadiyah Purworejo
jannahrohmatul107@gmail.com

ABSTRACT

Social media has become a part of human life today. In school learning, teachers also use social media to teach, such as Whats App, Youtube, and Instagram. Many students also rely on social media to find literacy and sources of answers at school. The objective of this study is 1) to find out the role of social media in encouraging student engagement in high school 2) to find the positive and negative impacts of social media use on student engagement in education. This research was conducted on Tuesday, October 12 2024 at SMK II Kutoarjo. There were 25 students and 5 teachers at SMK II Kutoarjo participated in this research. This research used qualitative method. The researcher collected the data through a questionnaire and interviews. The results showed that 80% of students found it easier to access information and help from classmates through social media. They felt that the use of social media increased their motivation to learn. They stated that the interactions that occur on social media platforms make the learning process more interesting and enjoyable. Meanwhile, 20% of students indicated that social media is sometimes a source of distraction in learning. Some teachers interviewed stated that social media provides an opportunity to expand student engagement beyond the classroom. They noted that students who were previously less active in class discussions became more vocal when speaking through social media.

KEYWORDS: Media Social, Student Engagement, Senior High School

1.0 BACKGROUND OF STUDY

The development of information and communication technology has now grown rapidly in all aspects of life, including education. The form of technology that has a significant influence is social media. Social media, which was originally designed as a platform for communication and information sharing between individuals, has now developed into a platform that is used for various purposes, including education. In the scope of students, social media such as Instagram, Tik Tok, YouTube, and Whats App are not only entertainment and communication platforms, but also serve as a means to learn to interact with friends and teachers (Kumar & Nanda, 2021). Social media learning in education is growing rapidly around the world (Barbour, 2018). Student engagement is an essential component of all teaching and learning (Dixson, 2010). The use of social media in schools is increasing due to its ability to connect students with various sources of information and facilitate more active collaboration in teaching and learning activities (Anderson & Jingjing, 2018). Student engagement is an important aspect of education because it affects learning motivation, academic achievement, and overall learning achievement (Fredricks & Blumenfeld, 2004). As a communication platform that can be used between students and students and teachers, social media has been used as a platform by teachers in learning. For example, in almost all schools there are class groups, between students and teachers that are used to share materials, videos, YouTube links and assignment collection links etc. This will certainly make it easier for teachers to involve students in learning. This will certainly make it easier for teachers to involve students in their learning. No matter how complete social media is, it cannot replace the real classroom, social media is only used to support classroom learning.

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2.0 Literature Review

Social media, with its interactive features and engaging content formats, has great potential to increase student engagement in learning. Research by (Manca & Ranieri, 2016) shows that social media can help create a more inclusive and collaborative learning environment, where students can share ideas and knowledge with each other in real-time. In this case, social media allows students to access learning materials outside of school hours, which increases learning flexibility and allows for more in-depth learning (Veletsianos, 2016). Most high school students

today are more interested in learning activities through social media such as what's app where teachers can share materials in the form of videos, images and writings from various sources that make students more interested.

The term student engagement is often used but not always well understood. Harris 2008 cited by (Louwrens & Hartnett, 2015) states that although there is general agreement that student engagement yields positive outcomes, defining the concept is problematic as there is disagreement over what constitutes student engagement. The lack of a clear definition makes it difficult to know how student engagement should be measured (Parsons & Taylor, 2011). Cognitively engaged students will organize their own learning by planning, monitoring, reviewing their progress regularly. Students' cognitive engagement is usually measured as time on task. Emotional engagement occurs when students react positively to their school or classroom environment, teachers, students, and institutions and their learning (Gibbs & Poskit; Harris 2008) cited by (Louwrens & Hartnett, 2015). In the school context, social media can play an important role in supporting student engagement, especially when teaching and learning activities are conducted online or in situations that require remote interaction (Greenhow & Lewin, 2018). The use of social media in learning has been shown to have several positive impacts, particularly in increasing student participation and engagement. (Dabbagh & Kitsantas, 2012) showed that social media can encourage students to be actively engaged through interactive features, such as commenting, group discussions and content sharing. The use of social media in schools can help students develop collaboration and communication skills that are essential for success in the world of work (Manca & Ranieri, 2016). According to (Fredricks & Blumenfeld, 2004) social engagement through social media can also help build better relationships among students, increasing a sense of belonging and confidence in an academic context. While social media has various positive potentials, there are also challenges and risks that need to be considered. (Dabbagh & Kitsantas, 2012) warn that social media can cause distraction for students, which in turn reduces their focus on tasks. However, the real impact of social media on student engagement in high school is often underestimated. Learning using social media does make students more interested in discussion, and interactive and collaborative. However, many students also misuse social media learning. According to (Anderson & Jingjing, 2018), these risks should be considered by teachers and schools when integrating social media into the learning curriculum.

Therefore, this study aims to answer the questions:

1. What is the role of social media in driving student engagement in senior high school?
2. What are the positive and negative impacts of social media use on student engagement in education?

3.0 METHODOLOGY

This research used qualitative method. The qualitative method also provides flexibility to customize the research questions and understand the social context in which student engagement occurs (Creswell & Poth, 2016). Qualitative method was chosen in this study to explore in depth the experiences and perspectives of students and teachers regarding the use of social media in learning activities. This research used interviews and questionnaires. Semi-structured interviews allow

Researchers to explore topics in depth, while still maintaining the flexibility to adjust questions based on participants' responses (Kvale & Brinkmann, 2009).

This research will be conducted in high school SMK II Kutoarjo in Purworejo district, Central Java, Indonesia. This research was conducted on Tuesday, October 12 2024 at SMK II Kutoarjo. There were one class of 25 students class XI 2 and 5 teachers were taken to participate in this study. Semi-structured interviews and questionnaire were conducted to gain direct insight from students and teachers regarding their experiences and views regarding the use of social media in learning activities.

3.1. Data Collection

In collecting the data, the researcher used several steps that have been done by the researcher. They are as follows:

- a) The researcher prepared the research instruments (questionnaire and question of interview).
- b) Then, the researcher asked the student to fill out a questionnaire that was already c) After that, collecting the result of the completed questionnaire.
- c) Next the researcher choose 5 teachers as the sample to conduct an interview
- d) Finally the result obtained from filling out the questionnaire and written interviews were analyzed.

3.2. Data Analysis

After collecting data from the questionnaire, the data needed to be analyzed. The data were analyzed by using flow model by (Miles, M. B., Huberman, et al 2014) The model has some components to analyze as follows:

- a. Data Collection
Data collection was carried out using questionnaires and interview.
- b. Data Reduction
The data from the questionnaire were put into a table and summarized in form of frequency. Then the researcher interpreted the data. For the interview, the researcher focused to choose which parts need to be included in the interview transcript. The researcher attempts to identify any information gained as the result of interview by interpreting the narrative summaries.
- c. Data Display
In this research, the data from questionnaires and interview were presented in form of narration.
- d. Drawing Conclusion
After displaying the data, the researcher created conclusion based on the research questions.

4.0. FINDING AND DISCUSSION

This research successfully collected data through interviews and questionnaires with 25 students and 5 teachers through interviews at SMK II Kutoarjo high school. The results of the data analysis showed some key findings related to the role of social media in improving student engagement

Tabel 1: Result of Collecting Data the Data

No	Statement	Strongly Agree	Agree	Strongly Disagree	Disagree
1	Social media helps me to be more involved in school and learning activities	10	10	4	1
2	I find it easier to communicate with friends and teachers through social media.	8	12	4	1
3	Social media makes me more motivated to learn.	9	14	4	1
4	I often discuss subject matter on social media	6	14	4	1
5	Social media makes me feel more connected to extracurricular activities at school	7	13	4	1
6	Social media helps me to access school-related information to more quickly	8	12	4	1
7	I feel social media can worsen my focus on studying	1	4	14	6
8	Social media makes it easier for me to find additional learning resources other than textbooks	9	11	4	1
9	I feel that social media too often interferes with my study time	1	4	12	8
10	Social media helps me to stay motivated to keep up with school developments	8	12	4	1

Tabel 1: Result of Percentage

No	Statement	Strongly Agree	Agree	Strongly Disagree	Disagree
1	Social media helps me to be more involved in school and learning activities	40%	40%	16%	4%

	I find it easier to communicate with friends and teachers through social media.	32%	48%	16%	4%
3	Social media makes me more motivated to learn	36%	44%	16%	4%
4	I often discuss subject matter on social media	24%	56%	16%	4%
5	Social media makes me feel more connected to extracurricular activities at school	28%	52%	16%	4%
6	Social media helps me to access school-related information to more quickly	32%	48%	16%	4%
7	I feel social media can worsen my focus on studying	4%	16%	56%	24%
8	Social media makes it easier for me to find additional learning resources other than textbooks	36%	44%	16%	4%
9	I feel that social media too often interferes with my study time	4%	16%	48%	32%
10	Social media helps me to stay motivated to keep up with school developments	32%	48%	16%	4%

The interview results show that the majority of students use social media platforms such as WhatsApp, Instagram and YouTube to discuss schoolwork and share learning materials. Here 80% of students reported that they find it easier to access information and help from classmates through social media. They also felt that using social media increased their motivation to learn. They feel that the interactions that occur on social media platforms make the learning process more interesting and fun. Teachers also observed an increase in students' participation in class when learning was linked to activities on social media.

Here 20% of students reported that social media is sometimes a source of distraction in learning. One of the teachers revealed, “Sometimes I find student difficult to focus because there are many notifications from social media when I am teach” (Interview, teacher 3). Teachers also

highlighted that they need to maintain a balance between the use of social media and traditional learning methods to avoid distraction.

Some teachers interviewed stated that social media provides an opportunity to expand student engagement beyond the classroom. They noted that students who were previously less active in classroom discussions became more vocal when speaking through social media. One teacher stated, "Through social media, I see another side of my students. They are more courageous to express their opinions" (Interview, Teacher 2). However, the teachers also reminded that it is important to set boundaries and guidelines for social media use to keep it productive.

This research aims to understand the role of social media in improving student engagement at school. The results obtained from the interviews show that social media has a significant impact on student engagement and motivation to learn, although it is also faced with certain challenges.

1. The role of social media in encouraging student engagement in learning in senior high school

The results showed that 80% of students agreed that social media increased their engagement in the learning process. This is in line with previous research which confirms that social media can create a more interactive and collaborative learning environment (Junco, 2012 (Fredricks & Blumenfeld, 2004). Through platforms such as WhatsApp, Instagram and YouTube, students can discuss, share resources and provide mutual support, which encourages their active engagement in learning. They also felt that social media provided additional motivation to learn. This finding supports Self-Determination theory, which states that social support can increase students' intrinsic motivation (Ryan & Deci, 2000). When students see their friends actively discussing and learning through social media, they feel motivated to participate. Some teachers interviewed stated that social media provides an opportunity to expand student engagement beyond the classroom. They noted that students who were previously less active in class discussions became more vocal when speaking through social media.

2. Positive Impact of Social Media and Negative Impact of Social Media

Social media increases their engagement in the learning process. This is in line with previous research which confirms that social media can create a more interactive and collaborative learning environment (Junco, 2012; (Fredricks & Blumenfeld, 2004). Through platforms such as WhatsApp, Instagram and YouTube, students can discuss, share resources and provide mutual support, which encourages their active engagement in learning.

Here 20% of students reported that social media was sometimes a source of distraction. Many students only focus on social media for messaging, scrolling Instagram and watching movies. This suggests there are risks associated with using social media in an educational context. Previous research has also indicated that social media use can lead to distraction, especially if students do not have good time management strategies. This is a concern regarding the potential misuse of social media. As educators, it is important for teachers to develop guidelines and strategies that can help students utilize social media as a learning tool rather than a source of distraction.

5.0. CONCLUSION



The results show that the majority of students use social media platforms such as WhatsApp, Instagram and YouTube to discuss schoolwork and share learning materials. Here 80% of students reported that they felt it was easier to access information and help from classmates through social media. They felt that using social media increased their motivation to learn. They stated that the interactions that occur on social media platforms make the learning process more interesting and fun. 20% of students reported that social media is sometimes a source of distraction in learning. Some teachers interviewed stated that social media provides an opportunity to expand student engagement beyond the classroom. They noted that students who were previously less active in class discussions became more vocal when speaking through social media.

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