



The Use of Social Media Instagram as Instructional Media for Physics Toward Student's Learning Motivation

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ABSTRACT

This research aims to determine the use of Instagram toward student's learning motivation among class XI IPA 4 students at SMAN 2 Banda Aceh. The type of approach used in this research was qualitative. The method use of this research was experiment. the sample in this research were students of class XI IPA 4 at SMAN 2 Banda Aceh. Data collection techniques by using a learning motivation questionnaire. Analysis and data processing using a percentage equation. Based on the results and analysis of data based on the value range of the motivation level score, It was found that Instagram as a physics instructional media is beneficial to increase student motivation.

Keywords: instagram, instructional media, and learning motivation

INTRODUCTION

Learning is one of the keys to success without learning people will never reach a point of success. The teacher in the learning process uses a variety of media and also methods such as the lecture method, the use of power points as instructional media, discussion and question and answer. However, it turns out all of that still cannot motivate students to study more seriously. In this era of development, the development of technology and information is increasing rapidly. According to the database, the use of the internet in Indonesia reaches 53% of the total population. The number of Indonesian internet users ranks third in Asia. With the development of this technology teachers are required to keep abreast of the times in providing material. As research conducted by Srinadi (2015) gets results "The greater use of the internet as learning media will also increase learning motivation." Similarly, research conducted by Priyambodo (2012) says that "Learning by using interactive web-based media plays a role in increasing student interest in learning and increase student learning motivation. Need to develop further learning media both in terms of depth and breadth of the material accompanied by exercises to improve student understanding".

In the development of this technology, Instagram is one of the social media that functions as a media that can share photos and videos. This is supported by Utami's study (2015) that "There is an influence of Instagram-assisted PBL learning models on the creative thinking ability of class X students of SMA Negeri 8 Surakarta, supported by the average results of students in the experimental class (82.72) higher than the class control (77.12). "The using Instagram in the world, Indonesia is ranked 4th according to Liptan6.com as many as 56 million or 20.97% of the Indonesian population use the Instagram application. Therefore, with Instagram, a new form of learning media is created as interesting as possible presented through photos and videos of physics material that can make students feel curious, have curiosity and make the students don't feel bored in participating in learning so can make students enthusiastic in follow physics learning.

Problem of Research

Interviews of some high school students interviewed 70% said that physics is a fun subject but physics is very difficult, because physics does not only understand concepts but also has many formulas. Then from the interviews the students also said that they felt bored with conventional learning methods. This makes students less enthusiastic in learning so that students' learning motivation is reduced.

Research Focus

Based on this interview, an idea arose to create a learning media that is appropriate to the current era, namely by utilizing an social media application in the form of instagram as instructional media for physics, which can arouse student learning motivation so that physics is not considered a bored and difficult subject. again. Like the research conducted by Putri (2017) "The results of this research inform that there is a significant influence between instructional media on student motivation, especially in learning Arabic. This means that if in learning the teacher uses the learning medi instructional media a to the maximum, then the motivation in learning will be high. Conversely, if the use of media is minimal, then the motivation will be low. "According to Azhar in Halidi (2015) states that" the media can overcome the limitations of experience possessed by students; media can enable direct interaction between participants and the environment; media can produce uniform observations; the media can also instill the basic concepts that are true, real, and right; and the media can arouse motivation and stimulate students to learn well; the media can arouse new desires and interests; and the media can control the speed of student learning and provide a comprehensive experience for children from concrete to abstract things".

Fidian Research (2017) proves that "The use of Instagram Social Media is one solution that can be used in increasing motivation to write English to students". On average all students have an Instagram account and they use Instagram as a medium of entertainment, therefore researchers want to make Instagram as a instructional media that is interesting to them, so that when they open an Instagram account they don't only see things that might be of no use being useful things that can produce a science that is easily captured by students.

METHODOLOGY OF RESEARCH

General Background of Research

The type of approach used in this research was qualitative. The method use of this research was experiment. The location for this research is at State Senior High School 2 Banda Aceh. The time of this research is planned from April to completion.

Sample of Research

The sampling technique uses purposive sampling, then the sample in this research were students of class XI IPA 4 at State Senior High School 2 Banda Aceh who used instagram applications totaling 34 students.

Instrument and Procedures

Data collection techniques by using a questionnaire. In this research using a learning motivation questionnaire that has been validated by experts.

Data Analysis

Analysis was carried out on each indicator. Motivation indicators as in (Table 1) and decision making are guided by the criteria of Arikunto (2005: 44) which are modified in accordance with the formulation of the problem. The data is calculated using a percentage equation. After each respondent's score is known then the researcher categorizes the level of motivation based on the percentage of respondents' answers for each item item statement on the questionnaire, as follow:

Table 1. Categories of Motivation Levels

No	Klasifikasi	
	Average Percentage Range	Categories
1	81% - 100%	Very motivated
2	61% - 80%	motivated
3	41% - 60%	Self Motivated
4	21% - 40%	Unmotivated
5	0% - 20%	Very Unmotivated

RESULTS AND DISCUSSION

1. The existence of a passion or desire to succeed

Based on the results obtained from the analysis of student responses, it is found that 91.76% of students in average answered agree toward the indicator of the desire or desire to succeed in learning. Following the range of scores, it is known that the range 91.76% is in the highly motivated category due to the students' answer that 94.12% of respondents not only learn through books but they also tempted to open an Instagram account that contains many

physics learning materials. It is mostly preferred due to the clear and understandable explanation provided on those accounts. The results of the study show that 97.05% of students always try to understand the physics material not only from books but also Instagram and other relevant media such as YouTube as the instructional media to get optimal results on physics subject. This is in line with a research conducted by Iwantara (2014) who says that "there is a difference in understanding of concepts between students who take learning using real media, youtube video media and media chart ($F_{calculate} = 149.252$ with a significance level of 0.00 which is smaller than 0.05). It is proved that the use of video as learning media can increase students' motivation and learning concepts understanding.

2. There are encouragement and needs in learning

According to the results obtained in the analysis of student responses, it is typically found that 89.34% of students answered agree towards the indicators of encouragement and needs in learning. Based on the indicator used, it resulted 8 statements which can be seen how much there is encouragement and learning needs by using Instagram. From several statements, 100% of students like to learn physics using Instagram due to its practical and the ability to develop their basic potential. This means that respondents are greatly helped by the existence of Instagram media which becomes a need that can help respondents in developing their potential. Hamalik (2010: 159) states that "Needs are permanent tendencies in a person that cause impulse and incite behavior to achieve goals. So, the emergence of these needs that lead to motivation in one's behavior". On addition, Asnawir (2002: 21) says that "At first the media only functioned as a tool in teaching and learning activities in the form of facilities that can provide visual experience to students in order to encourage learning motivation, clarify, and facilitate complex and abstract concepts to be simpler, concrete, and easy to understand". Therefore, the media is one of the aids in learning that can arouse students' learning motivation because media can facilitate the understanding of the material concept that is considered difficult. In other word, Instagram can change the difficulty of physics concepts to be understandable.

3. There is hope and future aspirations

It is obtained from the result that the indicators for hopes or future aspirations existence are amounting to 92.94% of students' average answer which is agree. Based on the range of scores it is known that the range of 92.94% is in the highly motivated category. Based on the results of research on this indicator, there are 5 statements which is related to how much there are hopes and future aspirations. It appears that 100% of students feel happy learning with Instagram because students can know various things about physics in the hope that students can master the concepts of physics and improve their grades. This also proves that they also have more hope to be able to master the concepts of physics and achieve the better score on it. The result is in accordance to a research conducted by Riesyaputra (2015) which utilizes Facebook as an instructional media. "This proves that by utilizing social media as learning media can increase motivation and mastery of high school students' physics concepts".

4. The existence of an Award in Learning

Based on the results obtained on the analysis of student responses, it was found that 91.91% of students on average answered agree to the indicator of appreciation in learning. Based on the range of scores, it is known that the range 91.91% is in the highly motivated category. There are 4 statements related to the results of research on the indicators of reward in learning. The statements shown how much there is appreciation in learning. Based on statement 26, it appears that 100% of students are happy if the teacher is always attentive and often gives encouragement to learn on Instagram media forum discussions so that students' enthusiasm of learning physics is getting increase. In addition, from statement 27, 100% of students try to follow physics learning using Instagram from the beginning to the end with full concentration in order to get a good test score. According to Hamalik (2001: 167), "giving praise to students for what has been done successfully has great benefits as a learning booster. Praise creates a sense of satisfaction and pleasure." Therefore, the gift giving is one way that can increase student motivation. Students will feel satisfied and happy so that if they want to get prizes, they must study harder, so that the motivation to study harder among the students will be develop. It is also shown the respondents' answers from the graph above that by giving the good reinforcement, the students will be more enthusiastic in learning.

5. The existence of interesting activities in the learning process

The results gained on the analysis of student responses found that 94.60% of students on average answered agree to the indicator of the existence of interesting activities in the learning process. Based on the range of scores it is known that the range of 94.60% is in the highly motivated category. The results of research on the indicator of interesting activities in the learning process obtained 6 statements which are purposely aimed to see how much there are interesting activities in the learning process. In statement 28, totaling to 97.05% of students agree that interesting physics material presented in Instagram makes student understand the lesson faster and avoid boredom atmosphere during learning process. This is in line with a study from Alannasir (2016) who states that "It can be seen from the results of learning motivation before and after learning by using animation media have significantly increased. At first, treatment was in the sufficient category, then it increased to a very good category after the treatment is implemented". Therefore, learning by using animation media Instagram can increase student motivation. This is in line with the results of a study conducted by Lestari (2015) who mentions that "The results of the motivation questionnaire filled out by respondents obtained a value of 81.75% or with a high category. The video contained in Instagram media is audio-visual material so that the video uploaded to the Instagram media can increase student learning motivation which can be seen from respondents' answer. In connection with a research conducted by Eko (2015) who states that "the use of video media in social studies learning has an effect on student motivation and learning outcomes. Thus, video is a media that has advantages and used as a medium in learning." This is also in line with a study from Pradillasari (2019) who mentions that "Audio

visual media can motivate students in learning with an average score of motivation questionnaire of 86.46% with a very good category.” This proves that audio or video media uploaded and used as learning media can increase student motivation.

6. The existence of a conducive learning environment

Following to the results obtained in the analysis of students’ responses, it was found that 95.58% of students answered agree to the indicators of a conducive learning environment. Based on the range of scores it is known that the 95.58% range is in the highly motivated category. According to the results of research on the indicator of a conducive learning environment there are 4 statements which lead to see how much there is a conducive learning environment. It can be seen that 100% of students agree that students like to follow physics learning using Instagram, because the video material displayed can be accessed and studied repetitively. Further, it greatly facilitates and helps students to understand physics material quickly at any places and times. This is also supported by a research finding from Irwandani (2016) who says that “Instructional media assisted with social media Instagram can be used as an alternative to learning physics because it can be accessed anytime and anywhere.” This means that Instagram is very practical to use as a learning medium because it can be accessed anytime and anywhere as long as it is still in the internet area.

The results of research that have been processed and elaborated will be categorized into a range of scores based on Table 2. The processing of the answer score ranges of respondents is 85.29% of students are in the highly motivated category and 14.71% of students are in the motivated category. This is in line with a research finding from Akbar (2015) who says that “This study produces a video learning media assisted by Instagram social media in mathematics learning. The results of the feasibility test were assessed by experts, namely material experts with a score of 88.8 and media experts who obtained an average score of 93.5 with very reasonable criteria”.

CONCLUSIONS

Based on the results and analysis of data on motivational indicators, it was concluded that social media Instagram as a physics learning media is beneficial in increasing students’ learning motivation. From the results of the study it was found that 85.29% of students of class XI IPA 4 at SMAN 2 Banda Aceh were very motivated to learn physics by using Instagram as a learning medium. It is hoped that similar studies will be carried out on other various locations, objects and subjects so that conclusions can be generally applied in order to support the development of teaching media.

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