

**The Influence of Social Media Usage on History Learning Motivation of Grade X
Students at SMK Taman Siswa Bekasi**

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ARTICLE INFO	ABSTRACT
Published: Mei 2026	<i>This study aims to determine the influence of social media usage on the history learning motivation of Grade X students at SMK Taman Siswa Bekasi. The background of this research is based on the high intensity of social media usage among students; however, its utilization as a learning support tool remains suboptimal, which is suspected to affect students' learning motivation in history subjects. This study employs a quantitative approach using a simple linear regression method. The population consists of Grade X students at SMK Taman Siswa Bekasi, with a sample size of 30 respondents. Data collection was conducted through questionnaires. Data analysis was performed using simple linear regression, Pearson correlation, coefficient of determination, and t-test to examine the research hypothesis. The results indicate a positive and significant influence of social media usage on students' history learning motivation. This is evidenced by the regression equation $Y = 0.776 + 0.983X$. The Pearson correlation test result shows an r-value of 0.977, which falls into the category of a very strong relationship. The coefficient of determination indicates that social media usage contributes 95.5% to students' history learning motivation, while the remaining 4.5% is influenced by factors outside the scope of this study. Furthermore, the t-test results show a t-count of 24.391 > t-table of 2.048, leading to the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). Based on these findings, it can be concluded that social media usage has a positive and significant influence on the history learning motivation of Grade X students at SMK Taman Siswa Bekasi. Thus, social media can be utilized wisely as a learning support tool to enhance students' learning motivation.</i>
Keywords: : <i>Social media; history learning; motivation</i>	

INTRODUCTION

Entering the 21st century, the development of information technology has accelerated rapidly in society as it is considered a tool that supports various tasks. Numerous major innovations in information technology have emerged across various sectors (Adawiyah, V. R. et al, 2024). Similarly, in the field of education, information technology such as personal computers (PCs), laptops, and even mobile smartphones are utilized by both educators and students as learning support tools. In Indonesia, learning assisted by information technology has already been implemented (Akmal & Susanto, 2018).

Social media is an online medium that allows users to easily participate, share, and create content, including blogs, social networks, wikis, forums, and virtual worlds. Blogs, social networks, and wikis are the most common forms of social media used by people worldwide. Andreas Kaplan and Michael Haenlein define social media as "a group of internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content."

Social networking sites are platforms where individuals can create personal web pages and connect with friends to share information and communicate. In this context, it relates to the use of social media, specifically applications or software commonly known as WhatsApp, YouTube, Facebook (FB), Instagram (IG), and TikTok. While traditional media utilizes print and broadcast media, social media utilizes the internet. Social media invites anyone interested to participate by contributing and providing feedback openly, commenting, and sharing information rapidly and without limitations (Widiyarto, S. et al, 2025).

The rapid development of social media today is driven by the fact that everyone can own their own media. A social media user can access and utilize social media platforms via an internet connection. As users, we have the freedom to edit, add, and modify text, images, videos, graphics, and various other types of content. The issue of student learning motivation is becoming increasingly complex, including the addiction to social media that is evolving within our society, particularly in Indonesia. The prevailing assumption is that learning motivation can be observed through the academic achievement and cognitive perspectives of students, whether they are in primary school, secondary school, or higher education. Existing status does not necessarily create significant differences in learning motivation; this suggests a trend where awareness of learning motivation is not only viewed from the aspects of age and status but also from the lifestyle of each individual (Yulianingsih et al., 2023).

Learning motivation is one of the crucial factors influencing student success in the learning process (Juita, H. R. et al, 2025). In history education, learning motivation is essential for students to develop interest, attention, and the drive to understand past events and extract the values contained within them. However, in reality, history is often perceived as uninteresting by students due to the theoretical nature of the material, the emphasis on rote memorization, and the lack of varied learning media. Based on the phenomena observed at SMK Taman Siswa Bekasi, particularly among Grade X students, it is evident that most students are active users of social media platforms such as YouTube, Facebook, and Instagram in their daily lives. These platforms are primarily used for entertainment, such as watching videos, social networking, and consuming non-educational content. Meanwhile, the utilization of social media as a tool to support history learning remains relatively low.

Another phenomenon identified is the low level of student motivation in history subjects, indicated by a lack of engagement in the learning process, low interest in reading historical materials, and minimal participation in class discussions. This condition is suspected to be related to the suboptimal use of social media as a learning medium that aligns with the characteristics and needs of the students (Achdiat, M. et, al, 2025)

The paradigm of technological development is intended to assist and stimulate students' learning motivation, both in cognitive and psychomotor aspects, in this era of modernization. However, the reality is that technological advancement and the presence of social media have created a backlash, where the majority of social media addicts experience a decline in their learning motivation (Zulfa et al., 2025).

Problems and difficulties in teaching and learning activities are natural and must be addressed rather than avoided. Given these issues, an analytical process is required to identify the root causes of students' difficulties in understanding and solving history problems, with the hope that in the future, students will no longer face such challenges. Based on this description, the author is interested in conducting research titled "The Influence of Social Media Usage on History Learning Motivation of Grade X Students at SMK Taman Siswa Bekasi."

METHOD

This study employs a quantitative survey design to examine the influence of social media usage on the history learning motivation of Grade X students at SMK Taman Siswa Bekasi. The research location was selected due to the students' active social media engagement and the school's strategic proximity to the researcher, which facilitates efficient data collection. The population consists of 69 Grade X students across three majors (TKJ, RPL, and TKR). Given the research constraints, a sample was selected using purposive sampling to ensure the subjects align with the study's objectives, specifically focusing on students in the early stages of their vocational history curriculum (Abdurahman, D. 2007).

The primary instrument for data collection is a structured questionnaire utilizing a Likert scale. This method was chosen for its efficiency in gathering numerical data from a large number of respondents, ensuring that the information is systematic and easily quantifiable. The questionnaire is divided into two main variables: the independent variable (social media usage) and the dependent variable (history learning motivation). To ensure the quality of the data, the instrument underwent expert judgment for validity testing, while reliability was assessed using Cronbach's Alpha to ensure internal consistency.

The data collection procedure involved direct interaction with the respondents. The researcher provided clear instructions to the students, ensuring that the questionnaires were completed independently and honestly without external influence. Ethical considerations were strictly maintained throughout the process; participation was voluntary, and the anonymity of the respondents was guaranteed to protect their privacy.

The collected data are analyzed using both descriptive and inferential statistics. Descriptive analysis provides an overview of respondent characteristics and response distribution, while simple linear regression is employed to test the research hypothesis and determine the strength of the relationship between social media usage and learning motivation. This methodological approach is designed to provide a clear, objective, and accurate assessment of the research problem, ultimately offering insights into how social media can be effectively utilized to enhance students' academic motivation in history.

RESULT AND DISCUSSION

This study aimed to analyze the influence of social media usage (Variable X) on the history learning motivation of Grade X students at SMK Taman Siswa Bekasi (Variable Y). Based on the simple linear regression analysis, the resulting equation is $Y = 0.776 + 0.983X$. This indicates that social media usage has a positive influence on learning motivation; specifically, every one-point increase in social media usage is associated with a 0.983-point increase in students' history learning motivation.

The Pearson correlation analysis yielded a coefficient of $r = 0.977$, which falls into the very strong category, indicating a highly significant and positive relationship between the two variables. Furthermore, the coefficient of determination shows that social media usage contributes 95.5% to the variance in students' history learning motivation, while the remaining 4.5% is attributed to external factors. The hypothesis testing (t-test) resulted in a t-count of 24.391, which significantly exceeds the t-table value of 2.048. Consequently, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected.

The findings confirm that social media usage has a positive and significant impact on the history learning motivation of Grade X students at SMK Taman Siswa Bekasi. The high correlation suggests that social media, when utilized wisely and directed toward educational purposes, serves as an effective tool to enhance student engagement, provide learning resources, and facilitate interactive communication. The study implies that teachers should integrate social media into their pedagogical strategies to make history lessons more innovative and interactive. Simultaneously, students are encouraged to shift their social media habits from purely entertainment-based consumption toward more productive, education-oriented activities to sustain and improve their academic motivation.

The research conducted at SMK Taman Siswa Bekasi provides compelling evidence regarding the relationship between social media usage and the history learning motivation of Grade X students. Through a quantitative approach utilizing simple linear regression, the study establishes a clear mathematical model represented by the equation $Y = 0.776 + 0.983X$. This equation serves as the foundation for understanding the dynamics between the two variables, demonstrating that social media usage acts as a significant predictor of academic motivation. The constant value of 0.776 suggests a baseline level of motivation, while the regression coefficient of 0.983 highlights a strong positive trajectory: for every incremental increase in the intensity of social media usage, there is a nearly proportional rise in students' motivation to engage with history as a subject.

The strength of this relationship is further validated by the Pearson correlation coefficient of 0.977, which places the association in the "very strong" category. This statistical outcome indicates that the students' habits on platforms like YouTube, Instagram, and Facebook are deeply intertwined with their psychological drive to learn. Furthermore, the coefficient of determination reveals that social media usage accounts for 95.5% of the variance in history learning motivation. This is a remarkably high percentage, suggesting that for the students at this specific institution, digital engagement is the primary driver of their academic enthusiasm, leaving only a marginal 4.5% to be influenced by external factors such as traditional teaching methods or personal environmental conditions (Guerrero, C., & Jaume-I-Capó, A. 2024).

The hypothesis testing reinforces these findings, as the calculated t-value of 24.391 significantly surpasses the t-table value of 2.048. By rejecting the null hypothesis, the study confirms that the observed influence is not merely a coincidence but a statistically significant phenomenon. This result shifts the narrative surrounding social media in education; rather than viewing these platforms solely as distractions, the data suggests they possess untapped potential as catalysts for academic engagement.

In conclusion, the research highlights a transformative opportunity for educators. Since social media is already an integral part of the students' daily lives, its strategic integration into the history curriculum could bridge the gap between theoretical material and student interest. By leveraging the platforms students are already comfortable with, teachers can foster a more interactive and stimulating learning environment. Ultimately, the study suggests that when social media is utilized with clear educational intent, it ceases to be a barrier and becomes a powerful tool for enhancing student motivation, provided that both educators and students approach its use with wisdom and purpose.

CONCLUSION

Based on the research conducted at SMK Taman Siswa Bekasi, several key conclusions can be drawn regarding the relationship between social media usage and history learning motivation among Grade X students. First, the level of social media usage among these students is categorized as good. This is evidenced by the positive responses from the majority of participants, who actively utilize social media not only for personal engagement but also as a functional tool for learning, information retrieval, and exploring historical materials. The students demonstrate a high level of digital literacy, effectively navigating these platforms to support their educational needs. Second, the study reveals that the history learning motivation of Grade X students at SMK Taman Siswa Bekasi is classified as high. The data indicates a strong prevalence of "agree" and "strongly agree" responses across the questionnaire items, reflecting that students possess a genuine interest, persistence, and internal drive to engage with history subjects. This high level of motivation suggests that students are receptive to the learning process when the material is presented in a way that resonates with their academic needs. Finally, the research confirms a positive and significant influence of social media usage on students' history learning motivation. This is mathematically supported by the simple linear regression equation $Y = 0.776 + 0.983X$, which demonstrates that increased social media engagement correlates directly with higher academic motivation. The Pearson correlation coefficient of 0.977 indicates a very strong relationship, and the coefficient of determination shows that social media usage contributes 95.5% to the variance in students' motivation. Furthermore, the t-test results, with a t-count of 24.391 exceeding the t-table value of 2.048, lead to the rejection of the null hypothesis and the acceptance of the alternative hypothesis. In summary, social media serves as a powerful and

significant catalyst for enhancing student engagement in history, provided it is utilized effectively as a supportive learning medium within the school environment.

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