



The Role of WhatsApp Social Media in Increasing Learning Motivation for Islamic Religious Education during the Covid 19 Pandemic

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Abstract

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The motivation behind this study stemmed from an incident that took place at Darul Huda Mandalawangi Pandeglang Middle School. The objective of this study is to investigate the impact of social media WhatsApp on enhancing students' enthusiasm to acquire Islamic religious education during the Covid-19 pandemic at Darul Huda Middle School Mandalawangi Pandeglang. The research methodology employed in this study is a quantitative approach that utilises surveys and data collection procedures through the administration of questionnaires. The target population for this research consists of students enrolled in grades VII, VIII, and IX, amounting to a total of 320 students for the academic year 2019/2020. A total of 57 pupils were included in the sample, which was selected using random sampling techniques. Based on the computed correlation coefficient of 1%, the resulting value is 0.345. It is evident that the correlation coefficient r_{xy} , which equals 0.921, significantly exceeds the correlation coefficients r_{table} , which are 0.266 and 0.345. This finding demonstrates a notable correlation between variable X and variable Y.

Keywords: Social media, Learning motivation, Islamic religious education, Pandemic period

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INTRODUCTION

Education and communication are inseparable components of both family and society. According to Tambak (2013), education places significant emphasis on crucial endeavours aimed at preserving, sustaining, and advancing the societal fabric. The utilisation of cutting-edge technology in the realm of competitive information proves to be advantageous within the educational domain, as it facilitates the provision of online instructional resources. Numerous websites have previously curated and made available a plethora of training materials, hence facilitating internet access for studying purposes. The accessibility of technological advancements in the contemporary day is widespread, extending to individuals residing in Mainland as well. The internet enables users to access several social media platforms, including but not limited to Facebook, Twitter, Instagram, Gmail, WhatsApp, and others.

The presence of social media in the realm of education has become increasingly prevalent, serving as a means of communication for students and a platform for informal interactions with peers. Additionally, it has emerged as a



supplementary learning resource that extends beyond traditional classroom instruction. In this discussion, we will explore the various applications of social media in education. WhatsApp is a mobile application that serves as a direct rival in the realm of instant messaging for smartphones. When examining the functionality of WhatsApp, it becomes evident that it closely resembles an SMS content application commonly seen on other commercially available mobile devices. However, it is important to note that WhatsApp distinguishes itself by utilising internet connectivity instead of relying on cellular credit for its operations. WhatsApp has the capability to be utilised for several purposes, including the transmission of games, films, talks, and documents in word format, among other functionalities.

Social media refers to a digital platform that enables individuals to engage in diverse forms of content creation, such as blogging, social networking, virtual world forums, and other social media activities, through online channels and in collaboration with partners and users. In the realm of education, social media also assumes a significant function in enhancing the calibre of instruction (Yuliana, 2018). At present, the production of information is not solely limited to specific media institutions; rather, all communities possess an equal potential to provide data that caters to their respective need. Currently, its presence is being utilised to a greater extent as a means of social interaction. The integration of social media platforms has the potential to reshape and influence individuals' experiences in the physical realm. Social media has become an indispensable component of contemporary society. There exists a virtual area that consistently garners significant popularity among its users. Various social media platforms provide users with the ability to share images, videos, updates, engage in virtual interactions, and establish connections with both new acquaintances and existing friends. The necessity for a diverse range of communication methods is becoming increasingly apparent within society.

In online learning, students can experience boring learning. A student who experiences boredom in learning will experience no progress in learning outcomes. Therefore, incentives are needed to encourage students to be enthusiastic about learning so that they can achieve learning achievements. In learning activities, the problems that exist are quite complex where many factors influence them. One of these factors is learning motivation. According to Usman (2002) that learning motivation is a learning component that plays an important and main role, because of the success of the teaching and learning process carried out. The success of other things in achieving competitive academic material results in disruption of communication interactions between teachers and their students. Poor communication has consequences for the message given by the teacher.

Motivation in the sense that develops in society is often equated with 'enthusiasm', and learning outcomes are results achieved by an individual in developing his abilities through a process carried out with efforts using his cognitive, affective, psychomotor and mixed abilities to gain an experience. over a relatively long period of time so that an individual experiences a change and the knowledge from what is observed either directly or indirectly will stick with him permanently, learning outcomes can be seen from the evaluation scores obtained by students. Motivation is the basis for students to be able to obtain maximum learning

outcomes, where subsequent learning outcomes will be used as a basis for determining the achievement of expected competencies. The value obtained in the learning outcomes also determines the student's learning completeness which influences whether or not the student advances to the next level.

When students receive lesson activities, that's where the motivation to learn grows. Motivation to learn means working toward learning goals. Motivation is one of the factors that influences the effectiveness of student learning activities. Motivation is a value that encourages students to want to carry out learning activities. Psychologists define motivation as a process within an individual that is active, encourages, provides direction, and maintains behavior at all times. As they grow, interest and enthusiasm for learning in most children begins to wane and learning often becomes a burden, which is sometimes associated with boredom. Some students still have a natural enthusiasm for learning, while others are present in class, they are mentally absent. According to Baharuddin (2015) in his book learning and learning theory, decreased motivation and the emergence of boredom in class can lead to disciplinary problems. Students who are not interested in what they are learning do not see any relevance in it can become a distraction in class because of differences in values and goals between students and teachers.

Meanwhile, Hamalik (1994) statement on motivation, which posits that it involves a transformation in an individual's internal energy, manifesting as affective emotions and responses, with the aim of accomplishing objectives. Student desire to learn refers to the inclination of students to perceive academic activities as significant and worthwhile, and to actively seek out extra academic advantages. Addressing the challenges within the realm of education is of utmost importance, necessitating the resolution of issues such as the transition from traditional teaching and learning methods to online education. The aforementioned matter pertains to the standard of education. The outbreak of the Covid-19 virus has posed obstacles to the quality of schooling. The global outbreak of Covid-19 has emerged as a significant pandemic, eliciting widespread concern because to its rapid transmission and impact on various regions worldwide. Consequently, it is imperative for the government to collaborate in order to mitigate the transmission of the Covid-19 virus by implementing regulations aimed at promoting adherence to social distancing measures or maintaining physical distance among all members of society. Under this policy, all community activities that were previously conducted through physical gatherings and group interactions must be temporarily suspended and substituted with activities conducted within the confines of one's own residence. Hence, the utilisation of WhatsApp as a social media platform proves to be highly advantageous in facilitating long-distance communication, displaying a growing level of effectiveness and efficiency (Suryadi et al., 2018).

Based on a preliminary survey conducted by researchers at Darul Huda Mandalawangi Pandeglang Middle School, researchers identified that the level of students' learning motivation was still low. Based on the information obtained, the study results achieved by students are still relatively low, for example; Daily test scores and also student motivation based on assessments from guidance and counseling teachers are still low, there are also some students who are lazy about studying, and do not do their assignments, they study seriously when facing tests or exams. This of course has an impact on academic achievement that is less than

satisfactory or unable to achieve the expected learning outcomes. Based on observations and interviews in the field, there are some students who are lazy in doing the assignments at home that are given and do not pay attention and do not record the learning material given so that they are considered to be less supportive of students' learning achievement. In fact, it is possible that the motivational factors found in students are one of the main factors in achieving good learning achievements. But in reality, internal factors alone do not fully support the process of achieving learning achievement without support from the teacher as a guide in the teaching and learning process. Meanwhile, from observations, one of the causes of students' low discipline is their habit of using social media, including WhatsApp social media.

Based on observations made by researchers, the average learning achievement score of Darul Huda Mandalawangi Pandeglang Middle School students in the first semester in Islamic Religious Education subjects generally has problems, especially in terms of increasing learning motivation. This is possible because of the influence of the use of WhatsApp social media so that it can influence learning achievement and low student learning motivation. Based on the description above, the researcher is very interested in conducting more in-depth research regarding the role of WhatsApp social media in increasing students' learning motivation in Islamic religious education subjects, a case study of students at Darul Huda Middle School Mandalawangi Pandeglang. The research challenge formulated is as follows:

1. Can the utilisation of WhatsApp as a social media platform enhance motivation for learning Islamic Religious Education during the Covid-19 pandemic?

METHODS

The investigation was conducted at the Darul Huda Mandalawangi Pandeglang Banten Junior High School (SMP). This particular research employs quantitative methodologies. The sample for this research comprised of students enrolled in grades VII, VIII, and IX, with a total of 320 individuals. The researcher selected a random sample of 57 respondents from the population, taking into account the enormous number of things being researched. Data gathering strategies commonly employed in research include recordkeeping, observation, and the use of questionnaires, either alone or in combination (Sugiyono, 2022). The questionnaire had a validity test using the Pearson Product Moment formula and a reliability test using the Cronbach's Alpha formula before to its utilisation in the research study. The process of data analysis involves the utilisation of descriptive statistical analytic techniques. During the data analysis process, a scoring technique was employed, utilising a questionnaire that was sent to participants. The questionnaire was designed based on a Likert scale model, consisting of a series of questions aimed at eliciting information pertaining to the intended subject of investigation. The Likert model scale is employed for the scoring of the questionnaire.

This study aims to investigate the potential relationship between the utilisation of WhatsApp social media and students' motivation in the context of Islamic Religious Education courses. The data analysis in this research use the

product moment correlation analysis technique. The variable under investigation is the correlation between two variables, namely the dependent variable (also referred to as the influenced variable) and the independent variable (also known as the influencing variable).

RESULTS & DISCUSSION

Results

The data utilised in this study was collected by the completion of questionnaires by respondents, following a thorough assessment of the validity and reliability of the instruments used. Prior to conducting hypothesis testing, it is essential to assess the data needs by the administration of a normality test and a linearity test. The purpose of doing a normality test is to ascertain whether the dataset being utilised is derived from a population that follows a normal distribution. The linearity test is conducted to determine the equation and magnitude of the F value, so establishing the presence of a straightforward linear regression model.

Table 1. Frequency Distribution of WhatsApp Social Media Use Variables

Ci	fi	Xi	fiXi	Xi ²	fiXi ²
82 - 85	9	83,50	751,50	6972,25	62750,25
78 - 81	16	79,50	1272,00	6320,25	101124,00
74 - 77	11	75,50	830,50	5700,25	62702,75
70 - 73	5	71,50	357,50	5112,25	25561,25
66 - 69	9	67,50	607,50	4556,25	41006,25
62 - 65	5	63,50	317,50	4032,25	20161,25
58 - 61	2	59,50	119,00	3540,25	7080,50
Σ	57		4255,50		320386,25

Similarly, a normality test is conducted on the data collected from responders two through 57. According to the normality test table, the computed t value is -0.0681. When referring to sample 57, the t table provides a critical value of 0.117 for α (0.05) and a critical value of 0.137 for α (0.01). The data pertaining to the learning motivation variable indicates that the t count value is less than the critical t value at a significance level of 5% ($-0.0681 < 0.117$), leading to the rejection of the null hypothesis (H_0). The data pertaining to the variable of WhatsApp social media usage is derived from a population that follows a normal distribution.

Subsequently, a study was conducted to assess the precision of the association within the context of the Islamic Religious Education subject at Darul Huda Mandalawangi Pandeglang Middle School. This involved employing a simple regression model to forecast the extent and direction of the link. Based on the results

of the linearity test, it can be concluded that the calculated F value (F_{count}) is greater than the critical F value (F_{α}) at a significance level of 0.05, but less than the tabulated F value (F_{table}) of 1.93. Therefore, the null hypothesis (H_0) is rejected. Therefore, the impact of WhatsApp as a social media platform on enhancing motivation for learning may be analysed using a simple regression model. The last phase involves doing hypothesis testing (data processing) to address the research hypothesis put forth, which states: "The utilisation of WhatsApp social media has a positive and substantial impact on students' motivation to learn."

Table 2. Hypothesis test results

NR	X	Y	X²	Y²	XY
1	73	72	5329	5184	5256
2	83	79	6889	6241	6557
3	78	75	6084	5625	5850
4	78	75	6084	5625	5850
5	84	80	7056	6400	6720
6	58	56	3364	3136	3248
7	76	74	5776	5476	5624
8	83	79	6889	6241	6557
9	69	70	4761	4900	4830
10	82	78	6724	6084	6396
11	76	72	5776	5184	5472
12	84	80	7056	6400	6720
13	74	74	5476	5476	5476
14	75	71	5625	5041	5325
15	85	77	7225	5929	6545
16	62	53	3844	2809	3286
17	80	76	6400	5776	6080
18	79	76	6241	5776	6004
19	67	59	4489	3481	3953
20	77	75	5929	5625	5775

21	69	64	4761	4096	4416
22	83	78	6889	6084	6474
23	67	60	4489	3600	4020
24	77	73	5929	5329	5621
25	80	76	6400	5776	6080
26	67	65	4489	4225	4355
27	71	65	5041	4225	4615
28	82	77	6724	5929	6314
29	68	65	4624	4225	4420
30	80	76	6400	5776	6080
31	77	73	5929	5329	5621
32	64	65	4096	4225	4160
33	76	73	5776	5329	5548
34	65	65	4225	4225	4225
35	81	77	6561	5929	6237
36	64	66	4096	4356	4224
37	73	69	5329	4761	5037
38	77	72	5929	5184	5544
39	65	67	4225	4489	4355
40	81	77	6561	5929	6237
41	66	68	4356	4624	4488
42	76	72	5776	5184	5472
43	78	72	6084	5184	5616
44	66	67	4356	4489	4422
45	83	78	6889	6084	6474
46	77	72	5929	5184	5544
47	72	69	5184	4761	4968
48	72	69	5184	4761	4968
49	80	76	6400	5776	6080
50	80	76	6400	5776	6080
51	68	68	4624	4624	4624
52	79	76	6241	5776	6004
53	78	72	6084	5184	5616
54	80	76	6400	5776	6080
55	60	66	3600	4356	3960
56	81	77	6561	5929	6237
57	79	75	6241	5625	5925
Σ	4265	4083	321799	294523	307665

Discussion

The interpretation of the correlation coefficient value is typically done by comparing the calculated results with the "r" product moment correlation index number. The obtained value of r_{xy} (0.921), falling within the range of 0.81 to 1.00, indicates a significant correlation between the utilisation of WhatsApp social media and the level of motivation among students studying Islamic Religious Education at Darul Huda Middle School in Mandalawangi Pandeglang. The utilisation of WhatsApp social media has been found to have a significant impact on enhancing student learning motivation. This phenomenon can be attributed to the widespread use of WhatsApp social media platforms by students during class hours, resulting in a decline in their learning discipline and a lack of attention on educational pursuits. The interpretation of r_{xy} can be obtained by consulting the product moment value "r" using the following approach: The research hypothesis is reasserted, specifically: 1). The null hypothesis, commonly denoted as (H_0), Hypothesis: The absence of a statistically significant positive relationship exists between the utilisation of WhatsApp social media and learning motivation. 2) The working hypothesis, often known as the alternative hypothesis (H_a), There exists a notable positive correlation between the utilisation of WhatsApp as a social media platform and the enhancement of learning motivation.

This study aims to evaluate the validity of the formulated hypotheses by conducting a comparative analysis between the product moment correlation coefficient, denoted as "r," and the corresponding values of "r" listed in the reference table. Upon conducting an operational analysis of the data, it is revealed that there exists a correlation coefficient between the variables. At a significance level of 5%, the "r" table value is determined to be 0.266, whereas at a significance level of 1%, the resultant value is 0.345. The observed correlation coefficient, r_{xy} , has a significantly higher value of 0.921 compared to the critical values of the correlation coefficient, denoted as "r" in the table, which are 0.266 and 0.345. The null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted due to the higher value of r_{xy} compared to "r" in the table. The utilisation of WhatsApp as a social media platform plays a significant and beneficial effect in enhancing students' enthusiasm to pursue Islamic Religious Education subjects at Darul Huda Mandalawangi Pandeglang Middle School. Evaluate the coefficient of determination to determine the extent to which the variability in the dependent variable Y can be attributed to the independent variable X. The R Square (R^2) value quantifies the extent of variation in learning motivation attributable to the use of WhatsApp social media. The R Square (R^2) value of 0.848 indicates that approximately 84.8% of the variance in increased learning discipline may be attributed to the usage of WhatsApp social media, while the remaining variance is attributable to factors beyond the scope of this equation.

Based on the outcomes of the correlation significance test, the tcount value is 17.53 when compared with the ttable α (0.05) and α (0.01) values, with a sample size of $n = 57$. The number 57 is in close proximity to the tens place value of 60. The values in the t-table corresponding to this range are 1.671 and 2.000. The obtained t-value, 17.53, above the critical t-values of 1.671 and 2.000. Consequently, the null hypothesis (H_0) is rejected, indicating that the utilisation of WhatsApp social media

significantly contributes to the enhancement of learning motivation. At a significance level of 5%, the observed t-value, tcount, significantly exceeds the critical t-value, ttable, with values of 17.53 and 1.671, respectively. To rephrase the user's text in an academic manner: Put otherwise, the findings of this study support the alternative hypothesis (Ha) while refuting the null hypothesis (Ho).

CONCLUSION

Based on the findings and further analysis, it can be observed that the tcount value obtained from the correlation significance test is 17.53. When considering the ttable values for α (0.05) and α (0.01) with a sample size of 57, which is in proximity to 60, the corresponding t table values are 1.671 and 2.000, respectively. The obtained t-value, 17.53, exceeds the critical t-value of 1.671 and 2.000. Consequently, the null hypothesis (Ho) is rejected, indicating that the use of WhatsApp social media has a statistically significant impact on enhancing learning motivation. At a significance level of 5%, the observed t-value (tcount) significantly exceeds the critical t-value (ttable), specifically: $17.53 > 1.671$. To clarify, the findings of this study support the alternative hypothesis (Ha) while dismissing the null hypothesis (Ho). This research makes a significant contribution by highlighting the potential use of diverse learning media, such as the incorporation of WhatsApp social media, by both teachers and students. The present study is subject to certain constraints, namely the utilisation of a very small sample size and the constrained research duration resulting from the Covid-19 epidemic. There is an optimistic expectation that additional investigation into the utilisation of WhatsApp as a social media platform can be further delved into in order to enhance the educational achievements of students across various educational tiers.

CONFLICT OF INTEREST

The author(s) reported no potential conflicts of interest.

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