The Influence of Social Media, Library Facilities, and Learning Motivation on Economics Learning Outcomes of Grade X Social Studies Students at SMA Negeri 2 Pariaman

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ABSTRACT

This research aims to analyze: 1) the influence of social media on learning outcomes, 2) the influence of library facilities on learning outcomes, 3) and the influence of learning motivation on learning outcomes. This study employs an associative descriptive research design. The population of this study is the students of SMA Negeri 2 Pariaman, and the sample size is determined using the Slovin formula, resulting in 119 samples. The research uses proportional random sampling technique, providing an equal chance for each element or member of the population to be selected as a sample. The data used in this study are primary data and secondary data obtained through questionnaires distributed to the students of Grade X Social Studies at SMA Negeri 2 Pariaman. The analysis method employed is Path Analysis using SPSS 16. The research findings indicate that (1) social media has a positive and significant influence on the learning motivation of Grade X Social Studies students at SMA Negeri 2 Pariaman, (2) library facilities have a positive and significant influence on the learning motivation of Grade X Social Studies students at SMA Negeri 2 Pariaman, (3) social media has a positive and significant influence on the economics learning outcomes of Grade X Social Studies students at SMA Negeri 2 Pariaman, (4) library facilities have a positive and significant influence on the learning outcomes of Grade X Social Studies students at SMA Negeri 2 Pariaman, (5) learning motivation has a positive and significant influence on the economics learning outcomes of Grade X Social Studies students at SMA Negeri 2 Pariaman.
Keywords: Social Media, Library Facilities, Learning Motivation, Learning Outcomes.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis : 1) menganalisis pengaruh sosial media terhadap hasil belajar, 2) menganalisis fasilitas perpustakaan terhadap hasil belajar, 3) dan menganalisis motivasi belajar terhadap hasil belajar. Jenis penelitian ini adalah penelitian deskriptif asosiatif. Populasi dalam penelitian ini yaitu siswa SMA Negeri 2 Pariaman dan penetapan jumlah sampel menggunakan rumus slovin yaitu sebanyak 119 sampel. Penelitian menggunakan teknik *proporsional random sampling* dengan memberikan peluang yang sama bagi setiap unsur atau anggota populasi untuk dipilih menjadi anggota sampel. Data yang digunakan adalah jenis data primer dan data sekunder yang diperoleh melalui penyebaran kuesioner kepada siswa kelas X IPS SMA Negeri 2 Pariaman . Metode analisis yang digunakan adalah analisis jalur (*Path Analysis)* dengan menggunakan SPSS 16. Hasil penelitian menunjukan bahwa (1) media sosial berpengaruh positif dan signifikan terhadap motivasi belajar kelas X IPS SMA Negeri 2 Pariaman (2)fasilitas perpustakaan berpengaruh positif fan signifikan terhadap motivasi belajar siswa kelas X IPS SMA Negeri 2 Pariaman, (3) sosial media memiliki pengaruh positif dan signifikan terhadap hasil belajar ekonomi siswa kelas X IPS SMA Negeri 2 Pariaman, (4) fasilitias

perpustakaan berpengaruh positif dan signifikan terhadap hasil belajar siswa kelas X IPS SMA Negeri 2 Pariaman, (5) motivasi belajar berpengaruh positif dan signifikan terhadap hasil belajar ekonomi siswa kelas X IPS SMA Negeri 2 Pariaman.

Kata Kunci: Sosial Media, Fasilitas Perpustakaan, Motivasi Belajar, Hasil Belajar

INTRODUCTION

 In Indonesia, science and technology continue to advance. The demands of society are becoming more complex, and the competition is getting tougher, especially in facing the era of globalization and free trade. Therefore, it is necessary to prepare high-quality human resources. One of the efforts to improve human resources is through education. Education is considered a crucial factor for human resource development as it can enhance human resources, create productive individuals, and contribute to the advancement of the nation.

According to Mudjiono (2009:200), "learning outcomes are the level of success achieved by an individual after participating in a learning activity, which is marked by letter grades, numerical values, or symbols. By knowing the learning outcomes, teachers can assess the success or failure of students."

Understanding Learning Outcomes Hamalik (2008:2) defines learning outcomes as "emerging behaviors, such as going from not knowing to knowing, the emergence of new questions, changes in habits, skills, appreciation ability, social and emotional attitude development, and physical growth."

Mudjiono (2009:200) defines learning outcomes as "the level of success achieved by an individual after participating in a learning activity, which is marked by letter grades, numerical values, or symbols." After going through the learning process, students gain information and knowledge that leads to behavioral changes within themselves due to training and experience.

From the above definitions, it can be concluded that learning outcomes refer to the process of determining students' learning grades through assessment or measurement. These learning outcomes can be measured using letter grades, numerical values, or symbols.

Factors Influencing Learning Outcomes According to Slameto (2010:54), "learning outcomes are influenced by two factors: internal and external factors."

Internal factors: These are factors that exist within the individual who is learning, consisting of physical factors (health and physical disabilities), psychological factors (intelligence, attention, motivation, talent, motives, maturity, readiness), and fatigue factors (physical and mental fatigue).

External factors: These are factors that exist outside the individual who is learning, including family factors (parenting style, family member relationships, home environment, family economic conditions, parental understanding, cultural backgrounds), school factors (teaching methods, curriculum, teacher-student relationships, student-discipline relationships, school discipline, school time and facilities, above-average curriculum standards, building conditions, learning methods, homework), and community factors (student activities in the community, mass media, social interactions with friends, community lifestyle).Note: The translation provided is done to the best of my ability and may be subject to slight modifications for specific context or clarity.

SOCIAL MEDIA DEFINITION

According to Puntoadi (2011:1), social media refers to web-based features that form networks and allow people to interact in communication. Social media allows users to engage in various forms of exchange, collaboration, and getting to know each other through written, visual, or audiovisual formats, such as Twitter, Facebook, blogs, Foursquare, Instagram, and others.

According to Dailey (in Taufik 2009:3), social media is online content created using easily accessible and measurable publishing technology. The most important aspect of this technology is the shift in the way people learn about others, read and share stories, and search for information and content.

Based on the above definitions, it can be concluded that social media is a web-based medium that forms networks for interactions between individuals, allowing for the exchange of ideas, reading and sharing stories, as well as searching for information and content, akin to direct in-person discussions but without physical presence.

Social Media Indicators According to Nurjalia (2018:56), social media indicators include:

1. Usage of social media.
2. Reasons for using social media.
3. Social media as a means of communication.
4. A tool for enhancing learning.

Library Facilities Facility Definition Quality education requires adequate learning facilities, and library facilities are resources that can support the smooth process of learning.

According to Tjiptono (in Dewi:2015), facilities are physical resources that must exist before a service is offered to customers. It is emphasized that facilities are crucial in service efforts, and thus, facility conditions, interior and exterior design completeness, as well as facility cleanliness, should be considered, especially those directly perceived by customers.

Library Definition The term "perpustakaan" (library) originates from the word "pustaka," which means books. Libraries can be found in educational institutions such as schools and universities. A library is a unit that contains various information sources, including books, magazines, newspapers, academic papers, and audiovisual media like films and slides.

According to Supriyanto (2006:143), "the library is an appropriate gathering place for people to understand their reading material needs. Therefore, the library is a strategic place that provides library materials used for self-learning."

According to Suwarno (2009:9), "a library is a room, a part of a building, or the building itself used to store books and other publications, organized according to certain arrangements for reader use, not for sale." Library Facility Indicators According to Moenir (in Dewi, 2001:120-201), the library facility indicators consist of library space, equipment, and tools, as well as book collections:

Library Space (building) According to Suwarno (2009:35), the basic needs of library space include:

a. Adequate and sufficient building and rooms to accommodate reading collections.
b. Services.
c. Activities related to library material processing.
d. Administrative activities.
e. Facilities and infrastructure.
f. Furniture and equipment required, as well as standard requirements for the library.

Learning Motivation Definition Motivation is the basic drive that urges someone to behave in a certain way. This drive comes from within an individual, propelling them to act in accordance with their inner desires. Thus, an individual's actions based on specific motivations reflect themes consistent with their underlying motives. "Motivation is a force, whether from within or from outside, that drives individuals or members of society towards certain mental actions" according to Uno (2012:1).

According to Sadirman (2010:73), "motive can be described as an internal drive within the subject to perform certain activities to achieve a goal; in fact, motives can be seen as an internal condition (readiness)." Starting from the word "motive," motivation can be defined as the active driving force.

Based on the definition of learning motivation, it can be defined as the internal and external drive within students to engage in learning activities to achieve goals in relation to their surrounding situations.

Learning Motivation Indicators

According to Sadirman (2010:83), the indicators of learning motivation are as follows:

1. Diligence in facing tasks (able to work continuously for a long time, never stopping until completed).
2. Perseverance in facing difficulties (not easily discouraged). They do not need external encouragement to achieve their best performance (not easily satisfied with their accomplishments).
3. Demonstrates interest in various issues, especially adult-related problems (such as development issues, politics, economics, justice, corruption eradication, opposition to any criminal and moral actions, etc.).
4. Prefers to work independently.
5. Quickly gets bored with routine tasks (mechanical, repetitive tasks lacking creativity).
6. Can defend their opinions when convinced of something.
7. Not easily letting go of what they believe in.
8. Enjoys seeking and solving problems and puzzles.

RESEARCH METHOD

Research Type Based on the research problem, this study is quantitative in nature. Considering the type of data and analysis, it falls under descriptive associative research. The research was conducted at SMA Negeri 2 Pariaman in December 2020. The population of this study consisted of all Grade X IPS students at SMA Negeri 2 Pariaman in the academic year 2018/2019. The population comprised 169 students from 5 classes.

RESULTS AND DISCUSSION

Table 1: Distribution of Social Media Usage by Economics Majors in Grade X IPS at SMA Negeri 2 Pariaman

No.	Indicator	Mean	TCR (%)	Description
1.	Social media usage	4.47	89.4	Very high
2.	Reasons for using social media	4.45	89	Very high
3.	Social media as a means of communication	4.47	89,4	Very high
4.	Tool for enhancing learning	4.52	90.4	Very high
	Average	4.48	89.6	Very high

Based on Table 12, it can be observed that the TCR value for the social media variable is as follows:

1. Tool for enhancing learning: 90.4% (very high)
2. Social media usage: 89.4% (very high)
3. Social media as a means of communication: 89.4% (very high)
4. Reasons for using social media: 89% (very high)

From this data, it can be concluded that the students of SMA Negeri 2 Pariaman consider social media as a highly valuable tool for enhancing their learning. This is in line with the opinion of Fitri (2017:122), who stated that social media has positive benefits for students in accessing learning materials.

Additionally, the lowest TCR value of 89% is observed for the indicator of reasons for using social media. This indicates that there are still many students in SMA Negeri 2 Pariaman who use social media not only for seeking information.

Table 2: Distribution of Library Facilities Frequency

No.	Indicator	Mean	TCR (%)	Description
1.	Library Space	3.51	70.3	High
2.	Library Equipment	3.67	73.32	High
3.	Book Collection	3.71	74.3	High
Average		3.63	72.6	Tinggi

Source: Primary Data Analysis 2021

Based on Table 13, it can be seen that the indicator "book collection" has the highest score of 74.3 among the variables of library facilities. This indicates that the library facilities at SMA Negeri 2 Pariaman have a complete book collection, which can enhance students' motivation to use the library facilities.

On the other hand, the indicator "library space" has the lowest score among the variables of library facilities. This is because the library space is still difficult to use by the students of SMA Negeri 2 Pariaman due to its small size, resulting in limited time available for students to use the library space.

Table 3: Distribution of Learning Motivation Frequen

No.	Indicator	Mean	TCR (%)	Description
1.	Diligent in facing tasks	4.19	83.8	Very high
2.	Persistent in facing difficulties	4.15	83	Very high
3.	Shows interest in various problems	4.22	84.4	Very high
4	Prefers to work independently	4.55	91	Very high
5	Quickly gets bored with routine tasks	4.42	88.4	Very high
6	Can defend their opinions	4.42	88.4	Very high
7	Not easily letting go of what they believe in	4.64	92.8	Very high
8	Enjoys seeking and solving problems and puzzles	4.54	90.8	Very high
	Average	4.39	87.8	Very high

Source: Primary Data Analysis 2021

Based on Table 14 above, it can be observed that the indicator "not easily letting go of what they believe in" has the highest score of 90.8% among the variables of learning motivation. This indicates that the level of self-confidence among the students of SMA Negeri 2 Pariaman is very high, which can help them improve their learning motivation, resulting in better learning outcomes.

On the other hand, the indicator "persistent in facing difficulties" has the lowest score among the variables of learning motivation, which is 83%. This suggests that SMA Negeri 2 Pariaman needs to improve the students' perseverance in facing difficulties in both subject matter and tasks given by teachers. Thus, there is a need to boost the students' enthusiasm when encountering challenging tasks assigned by the teachers..

Table 4: Path Coefficients of Social Media Usage and Library Facilities Variables on Learning Motivation

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.535	.423		1.265	.209
1 Social media	.733	.087	.602	8.461	.000
Library Facilities	.154	.034	.319	4.486	.000

a. Dependent Variable: Learning Motivation

Source: Primary Data Analysis 2021

Based on Table 17, it can be seen that the path coefficient Pyx1 = 0.602, t value = 8.461, with a significance level of 0.000 < 0.05. This indicates that social media has a positive and significant relationship with the learning motivation of Grade X IPS economics majors at SMA Negeri 2 Pariaman. Similarly, the path coefficient Pyx2 = 0.319, t value = 4.486, with a significance level of 0.000 < 0.05, shows that library facilities also have a positive and significant relationship with the learning motivation of Grade X IPS economics majors at SMA Negeri 2 Pariaman.

The magnitude of the influence of social media and library facilities on learning motivation is indicated by the R-square value of 0.420. This means that social media and library facilities collectively contribute to 42% of the variance in learning motivation. The remaining 76.1% of the variance is influenced by other factors outside of learning motivation. Overall, the results show that both social media and library facilities significantly contribute to the learning motivation of Grade X IPS economics majors at SMA Negeri 2 Pariaman.
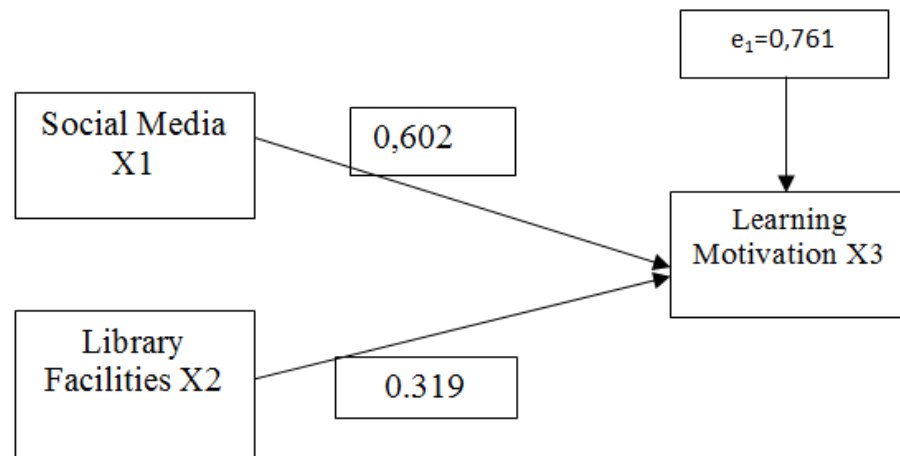

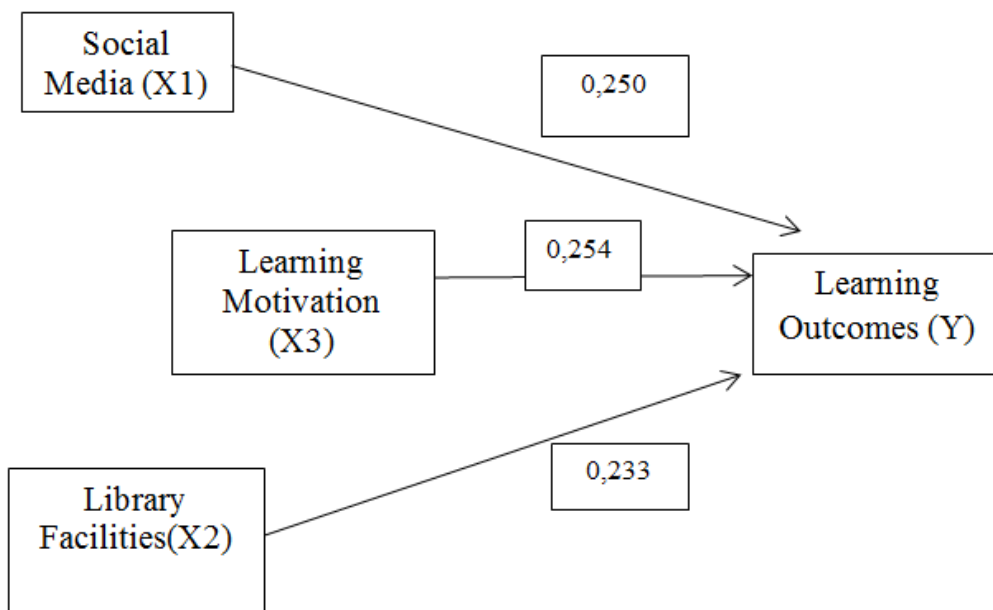**Figure 1. Sub Structure 1: The Influence of Social Media and Library Facilities on Learning Motivation**

Figure 2. Sub Structure II: The Influence of Social Media, Library Facilities, and Learning Motivation on Learning Outcomes
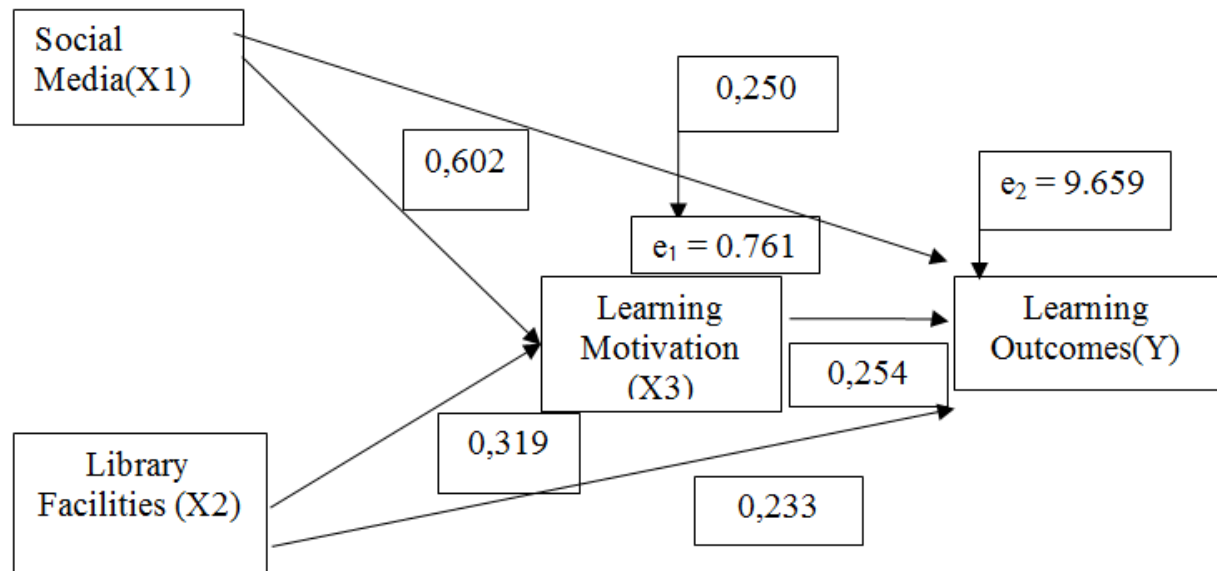
Figure 3 Path Model Diagram of Variables: Social Media (X1), Library Facilities (X2), and Learning Motivation on Learning Outcomes

Direct and Indirect Effects of Path Coefficients of the Influence of Social Media (X1), Library Facilities (X2), and Learning Motivation (X3) on Learning Outcomes (Y).

NO	Influence of Variables		Influence	Total
		Direct	Indirectly Through (X3)	
1.	X1 $\longrightarrow$ Y	0,250	0,0382	0,2882
2.	X2 $\longrightarrow$ Y	0,233	0,0188	0,2518
3.	X3 $\longrightarrow$ Y	0,254		0,254

Source: Primary Data Analysis 2021

1. Hypothesis Testing
a.   First Hypothesis
Ho: There is no significant positive influence of social media on the learning motivation of   Grade X IPS economics majors at SMA Negeri 2 Pariaman.
Ha: There is a significant positive influence of social media on the learning motivation of   Grade X IPS economics majors at SMA Negeri 2 Pariaman.
Based on the data analysis results, the influence of the social media variable (X1) on learning motivation (X3) shows a path coefficient of Pyx1 = 0.602, t value = 8.461, with a significance level of 0.000 < 0.05. According to these results, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. Therefore, it can be concluded that the first hypothesis is accepted. This indicates that social media has a significant positive influence on learning motivation (X3).
b.   Second Hypothesis
Ho: There is no significant positive influence of library facilities on the learning motivation   of Grade X IPS economics majors at SMA Negeri 2 Pariaman.
Ha: There is a significant positive influence of library facilities on the learning motivation of   Grade X IPS economics majors at SMA Negeri 2 Pariaman.

Based on the data analysis results, the influence of the library facilities variable (X2) on learning motivation (X3) shows a path coefficient of Pyx2 = 0.319, t value = 4.486, with a significance level of 0.000 < 0.05. According to these results, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. Therefore, it can be concluded that the second hypothesis is accepted. This indicates that library facilities have a significant positive influence on learning motivation (X3).

c. Third Hypothesis:

Ho: There is no significant positive influence of social media on the learning outcomes of Grade X IPS economics majors at SMA Negeri 2 Pariaman.

Ha: There is a significant positive influence of social media on the learning outcomes of Grade X IPS economics majors at SMA Negeri 2 Pariaman.

Based on the data analysis results, the influence of the social media variable (X1) on learning outcomes (Y) shows a path coefficient of Pyx1 = 0.250, t value = 2.172, with a significance level of 0.032 < 0.05. According to these results, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. Therefore, it can be concluded that the third hypothesis is accepted. This indicates that social media has a significant positive influence on learning outcomes (Y).

d. Fourth Hypothesis:

Ho: There is no significant positive influence of library facilities on the learning outcomes of Grade X IPS economics majors at SMA Negeri 2 Pariaman.

Ha: There is a significant positive influence of library facilities on the learning outcomes of Grade X IPS economics majors at SMA Negeri 2 Pariaman.

Based on the data analysis results, the influence of the library facilities variable (X2) on learning outcomes (Y) shows a path coefficient of Pyx2 = 0.233, t value = 3.367, with a significance level of 0.020 < 0.05. According to these results, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. Therefore, it can be concluded that the fourth hypothesis is accepted. This indicates that library facilities have a significant positive influence on learning outcomes (Y).

e. Fifth Hypothesis:

Ho: There is no significant positive influence of learning motivation on the learning outcomes of Grade X IPS economics majors at SMA Negeri 2 Pariaman.

Ha: There is a significant positive influence of learning motivation on the learning outcomes of Grade X IPS economics majors at SMA Negeri 2 Pariaman.

Based on the data analysis results, the influence of the learning motivation variable (X3) on learning outcomes (Y) shows a path coefficient of Pyx3 = 0.254, t value = 2.149, with a significance level of 0.034 < 0.05. According to these results, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. Therefore, it can be concluded that the fifth hypothesis is accepted. This indicates that learning motivation has a significant positive influence on learning outcomes (Y).

CONCLUSION:

Based on the research and discussion on the influence of social media, library facilities, and learning motivation on the learning outcomes of Grade X IPS Economics majors at SMA Negeri 2 Pariaman, the following conclusions can be drawn:

a. Social media has a positive and significant influence on the learning motivation of Grade X IPS students at SMA Negeri 2 Pariaman. This means that social media can enhance students' motivation to learn. With the availability of social media, learning activities and communication between students and teachers can be facilitated in real-time, regardless of time and distance, thus encouraging students to study independently to access the latest knowledge. However, students also need guidance and supervision from teachers.

b. Library facilities have a positive and significant influence on the learning motivation of students at SMA Negeri 2 Pariaman. This implies that the more comprehensive the library facilities, the more motivated the students are to learn. Inadequate library facilities may result in reduced motivation among students to visit and study at the library.

c. Social media has a positive and significant influence on the learning outcomes of Grade X IPS Economics majors at SMA Negeri 2 Pariaman. The impact of social media on learning outcomes can be either positive or negative, depending on how students use it. When social media is utilized as a support for learning, it positively influences students' learning motivation and, consequently, their learning outcomes. However, if students use social media solely for non-academic purposes, it may negatively affect their learning outcomes. Hence, students' usage of social media needs to be monitored and guided.

d. Library facilities have a positive and significant influence on the learning outcomes of students at SMA Negeri 2 Pariaman. The quality of library facilities plays a role in motivating students to visit the library and seek learning resources. When the library facilities are well-equipped, students are more eager to come to the library, read, and access various books, which in turn improves their learning outcomes.

e. Learning motivation has a positive and significant influence on the learning outcomes of Grade X IPS Economics majors at SMA Negeri 2 Pariaman. The higher the students' motivation to learn, the better their learning outcomes will be. Motivation is a crucial factor that drives students to excel and achieve optimal learning outcomes. When motivation is lacking, it may hinder students' academic performance.

In conclusion, the findings suggest that both social media and library facilities significantly impact students' learning motivation and, subsequently, their learning outcomes. Moreover, learning motivation plays a pivotal role in determining the students' academic achievements.

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