

Social Media: It's Effect on Student Engagement

Halad Hulwana¹ , Veni Roza² 



*Correspondence :

Email :
haladhulwana1302@gmail.com

Authors Affiliation:

^{1,2} Universitas Islam Negeri Sjech
M. Djamil Djambek Bukittinggi,
Indonesia

Article History :

Submission : September 20,
2023
Revised : September 28, 2023
Accepted : October 15, 2023
Published : October 30, 2023

Keyword : blended flipped
classroom, social media,
student engagement

Kata Kunci : Kelas terbalik,
media social, keterlibatan
siswa

Abstract

Student engagement is the frequency of their participation in a learning program. This study aims to find out how social media affects student engagement. The student participants responded well to the flipped model of instruction and showed an increase in engagement and communication when compared to the traditional classroom setting, according to both quantitative and qualitative findings. (Clark, n.d.). The researcher chose WhatsApp and Youtube in blended flipped classroom model since these media are so familiar with the students. This study used an experimental quantitative research design with thirty-two junior high school students as its population. Based on (Wang et al., 2014) utilizing the Classroom Participation Inventory to assess the students' participation. Students respond on a Likert-style scale from 1 to 4, in which 1 indicates severe disagreement until 4 to state the strongly agreement. The results of this study indicate that learning with blended flipped classroom model through social media has an influence on student engagement.

Abstrak

Keterlibatan siswa adalah frekuensi partisipasi mereka dalam program pembelajaran. Penelitian ini bertujuan untuk mengetahui bagaimana media sosial mempengaruhi keterlibatan siswa dalam pembelajaran di dalam kelas. Jika di bandingkan dengan kelas biasa, blended flipped classroom meningkatkan partisipasi siswa dari segi quantitative dan qualitative, menurut Clark dkk. Peneliti memilih WhatsApp dan Youtube dalam model blended flipped classroom karena media ini sangat akrab dengan siswa. Pendekatan penelitian ini adalah penelitian kuantitatif eksperimental dengan populasi 32 siswa Sekolah Menengah Pertama. Berdasarkan Wang Wang, Z., Bergin, C., dan Bergin, D. A. (2014) menggunakan Classroom Participation Inventory untuk menilai partisipasi siswa. Siswa memberikan respon dengan skala gaya Likert dari 1 sampai 4, dimana 1 menunjukkan sangat tidak setuju hingga 4 untuk menyatakan sangat setuju. Hasil penelitian menunjukkan bahwa pembelajaran dengan model blended flipped classroom melalui media sosial memiliki pengaruh terhadap keterlibatan siswa.

INTRODUCTION

After the pandemic, many things have changed in our lives, not least in the field of education. Inevitably, the reliance on social media as a means of communication between teachers and students during the pandemic has become a habit and a necessity after the pandemic has passed. Consequently, teachers can use social media to raise students' engagement levels. The research investigated the effect of mixed flipped classrooms using social media. This is a fascinating topic to examine because this type of teaching methodology is appropriate for usage in both pandemic and non-pandemic periods. In the opinion of (Yarbro, P McKnight, 2014), The flipped classroom is the ideal model for utilizing technology in education, it is use to establish an effective learning environment at school. Next, (Chen Hsieh et al., 2017) Flipped classrooms have the potential to be more interesting than traditional lectures because they emphasize the importance of time spent on tasks, foster communication between students and teachers, and foster collaboration and reciprocity among students.

The flipped classroom was introduced by Jonathan Bergmann and Aaron Sams for students who had missed class; They recorded lectures, demonstrations, and slide shows with



annotations using live video and screen casting software and placed the recordings online for the students to view and read. The flipped classroom method gained popularity with the idea that it could be used with all students after the online publication of the course videos in a downloadable format (Sams & Washington, 2012). It was realized that it would be more efficient to allocate the time that is spent on the teaching of theoretical knowledge to the group study activities in the classroom. The flipped classroom model involves giving students direct access to the lesson materials before they arrive at school, thereby shifting some of the responsibility for instruction onto them. In other words the flipped classroom is a variation of traditional learning methods, with homework completed in class and what is typically completed in the classroom being done at home.

Additionally, the flipped learning model completely removes the limitations of the learning environment, similar to the mobile learning approach. This approach supports the notions of active learning, problem-based learning, and collaborative learning. Furthermore, the social constructivist approach, which is one of the constructivist approaches, is seen as the foundation of the flipped learning model. According to social constructivism, experiences that are controlled by social and cultural norms will be how knowledge is structured (Sams & Washington, 2012)

Because students' use of various social media platforms is positively correlated with how they view their relationships with teachers and other students as well as how they rate the overall value of their educational experience, numerous research studies have examined the effects of social media on student engagement. It is recommended for educators how to incorporate social media in course content (Tarantino et al., 2013). An additional study examined how the social media a positive relationship between students' use of various social media platforms and their perceptions of the quality of their overall educational experience as well as their relationships with teachers and other students. (Rutherford, 2010)

Three unique classifications can be made for social media resources. The second category includes content production and editing websites like Blogger, Google Docs, Wikipedia, and WordPress, while the first category focuses on content sharing and organizing websites like Delicious, Digg, Flickr, YouTube, and RSS readers. Social network sites (SNS) like Facebook, Ning, MySpace, Twitter, Whatsapp, and Orkut are included in the third category. These SNS act as online communities where users may interact with old and new acquaintances, and exchange ideas, and resources. 2010 (Rutherford). All age groups have seen an upsurge in social media use recently. According to the Pew Internet and American Life Project, while Young people between the ages of 18 and 29 use social media at an even higher rate (83%) than the 73% of youths between the ages of 12 and 17 who use it. (Lenhart et al., 2011) Pre-adolescent, adolescents do not appear to use social media to the same extent as older pupils due to age limitations and limited access. Two-thirds of adult Internet users also utilize social media, in addition to the proportion of teenagers and young adults that do so. Additionally, social media has been used in educational settings to promote collaboration, sharing, and learning among students (Kabilan et al., 2010). Students frequently use information technology in both their academic and personal lives, following (Rutherford, 2010) However, because they are already familiar with the features and settings, students utilize social media more frequently than other course-related technologies

The use of social media technologies is a further effective method for raising student engagement. Millions of people all over the world have been drawn to social media sites by their social aspects, and students might also be attracted by similar aspects to the learning opportunities offered by their academic institutions. A student who rarely participates in class might become actively involved in co-constructing his learning experience with his teachers and peers, collaborate with them, and feel more at ease expressing himself and sharing resources and ideas on WhatsApp, Facebook, Twitter, or YouTube.

Dealing with the student engagement, it is the frequency with which students participate in a learning program. They demonstrated this through their participation and interactions inside and outside the classroom. Therefore, student engagement is the readiness to carry out all required learning tasks while exhibiting behavioral, emotional, and cognitive markers. According to (Trowler, 2010), student engagement also refers to students' participation in educational activities as part of the curriculum. Three components make up student engagement: behavioral, emotional, and cognitive. Persistence, focus, attention, asking questions, and adding to the class's knowledge are examples of behavioral engagement. Positive behavior from students showed that they were following the rules and expectations of the classroom and that they weren't causing any problems. Emotional involvement in students can be seen in their reaction, curiosity, boredom, delight, grief, and anxiety, among other things. Student feelings toward instructors and schools are measured as part of emotional engagement research. The level of a student's positive and negative responses to teachers, peers, and academics is the emphasis on emotional involvement. This involvement includes a feeling of pride and belonging in the school. They attend classes each day and value their accomplishments in the classroom. Meanwhile, cognitive engagement is the effort made by the student to put up the effort required to understand difficult concepts. When people can govern themselves and have techniques, cognitive engagement results. High cognitively engaged students will achieve their primary goals. Measuring students' engagement using Classroom Engagement Inventory by (Wang et al., 2014). Engagement inventory Measuring engagement in fourth to twelfth-grade classrooms *School Psychology Quarterly*, 29(4), 51.

A new study was carried out after it became apparent that students in a junior high school in Bukittinggi West Sumatera were dependent on social media, had poor learning motivation, and were not actively learning English. Given the low levels of student engagement in English classes and the ways that teachers communicate with their classes outside of scheduled class times, using the media for educational purposes is totally acceptable. Social media for blended flipped classrooms considered gives affect students' engagement, social media can be used in educational settings to improve student learning and encourage greater engagement among students. With the help of WhatsApp and YouTube, this study provides an up-to-date look at how the flipped classroom affects student engagement in English learning at a Junior High School. Does the usage of social media for blended learning and flipping the classroom have an impact on students' engagement? is the question that this study aims to answer.

METHODS

This study used an experimental quantitative design with samples and data collection. The population of this study was class IX.4 students at a junior high school in Bukittinggi, West Sumatra. This student engagement data collection used a 4-point Likert scale questionnaire. Then processed using the Classroom Engagement Inventory by Wang Wang, Z., Bergin, C, & Bergin, D. A. (2014), Engagement Inventory Measures engagement in grades four through twelve *School Psychology Quarterly*, 29(4), 517. The Likert-type questionnaire focuses on a comprehensive assessment of the construct of student engagement. Students respond according to a Likert-type scale of 1- (e.g., one = disagree, 4 = agree strongly), and. For this study, the items taken were indicators of behavioral, emotional (affective), and cognitive engagement. Data analysis based on the problems and hypotheses proposed in this study, data analysis begins by presenting descriptive statistical analysis. It comprises the percentage of each question. The hypothesis analysis of the research used inferential statistics of the Likert scale. This test analysis helped to measure the effect of student engagement. The analysis of the effect of the online-based flipped classroom method by using WhatsApp and Youtube is significant.

RESULT AND DISCUSSION

RESULT

The concept of flipped classrooms will make the students more engaged than they would be in a normal lecture; it can promote interactions between students and instructors, it may encourage collaboration and reciprocity among students; and it can place a high value on time spent on tasks. Engagement among students comes in many forms. The students' emotional engagement as well as their behavioral and cognitive engagement cannot be separated. (Mango, 2015). As mentioned earlier, students indicated their level of agreement with each questionnaire item on a scale that ranged from 4= Strongly Agree (SA) to 1= Strongly Disagree (SD). Three items on the questionnaire were related to the second research question. The means of the student's responses to these items In terms of student's perceptions of their engagement and involvement with classroom activities, collaboration with others, as well as their enjoyment of learning in flipped classroom model classroom.

In the part of the research question about whether Blended Flipped classrooms Using Social Media gives an effect on students' classroom engagement, the researcher found the result in the below table.

Table 1. Students' Engagement Before The Treatment

ENGAGEMENT				
	Disagree	Half Agree	Agree	Agree Strongly
Affective Engagement	0,375	10	3,375	0,25
Behavioral Engagement – Compliance	0,28125	0,343	2,013	0,034
Behavioral Engagement – Effortful Class Participation	0,8125	1,343	2,218	0,59
Cognitive Engagement	0,5625	3,4375	2,5625	1,4375

There are 24 questions asked to the students combined be four aspects; Affective engagement, behavioral engagement – compliance, Behavioral engagement-class participation, and cognitive engagement questions stated Before the treatment. Found that before the treatment, among 32 students in classroom 37,5 percent of them stated their agreement about the English material taught. Although 25 percent of them agree strongly. Next, about behavioral engagement, students' compliance in the classroom before the treatment, it is found that 20 percent of students stated that they have good compliance, most of them agreed with three questions in this aspect, there about listening carefully, their attention, and about collecting an assignment. It means 28 percent of students stated disagreement. The third aspect are dealing with behavioral engagement -effortful Class participation. In these aspects, the questions are about students' involvement in the classroom for example, whether they asked some questions in learning or not. Here found that 22,18 percent of students stated their agreement, which means some of them has good participation. Meanwhile, it's 81 percent of students who chose disagreement. Next, in a cognitive engagement aspect, 34,3 percent of students choose half agree with the questions in this aspect. It is all about students' desire to ask again about the material that they do not understand yet, whether they think deeply about the quiz, and the students 'willingness to find out by themselves and some other questions, but some of them choose half agree about this. It shows that students' cognitive engagement is very low.

Regarding disengagement in the classroom, the table finding below shows that :

Table 2. Students' disengagement before The treatment

BEFORE TREATMENT				
	Disagree	Half Agree	Agree	Agree Strongly
DISENGAGEMENT	0,93	0,406	0,25	0,09

There are three questions about disengagement; I am "zoned out," not thinking or doing class work, I let my mind wander, and I just pretend like I'm working 93 percent of students stated their disagreement about these, but 0,9 percent agree strongly. It shows that some of the students were not so serious about learning English. Although 2,5 percent of them agree about these.

AFTER THE TREATMENT.

The treatment done by students of the class is Blended flipped classroom using social media WhatsApp and Youtube, hoped gives effect on students' engagement. Measured by Classroom Students' engagement, after the treatment, the researcher found the result as stated in table below :

Table 3. Students' Engagement After The Treatment

AFTER TREATMENT				
	Disagree	Half Agree	Agree	Agree Strongly
Affective Engagement	0,06	0,88	3,34	0,53
Behavioral Engagement – Compliance	0,06	0,28	2,13	0,53
Behavioral Engagement – Effortful Class Participation	0,53	1,38	2,41	0,69
Cognitive Engagement	0,53	2,59	3,33	1,66

The percentage of students engagement in Affective dimension is really higher. It's 33 percent students stated the agreement that flipped classroom via social media interest, amuse and make them happy. Only 0,6 percent of student stated their disagreement about the questions in affective dimensions. It means that this teaching model effect students affective dimension. Creating the fun, satisfying and happiness feeling to the students' heart is one way to engage them in the topic disused.

Secondly, dealing with behavioral. These dimension was divided into two parts: Behavioral Engagement–Compliance and Behavioral Engagement–Effortful Class Participation There are some question stated in the first parts are "*I listen very carefully, .I pay attention to the things I am supposed to remember, I complete my assignments*". For the behavioral

engagement – compliance 213 percent of students stated their agreement for the questions in this dimension, it is about listening, paying attention and doing the assignment. Next, Behavioral Engagement–Effortful Class Participation “*I get really involved in class activities, I form new questions in my mind as I join in class activities, I do not want to stop working at the end of class, I actively participate in class discussions, I work with other students and we learn from each other*”, 24 percent of the students stated their agreement. Next in Behavioral Engagement–Effortful Class Participation students stated their disagreement is about 53 percent.

The table below dealing with the disengagement dimensions after the treatment

Table 4. Students’ Disengagement After The Treatment

AFTER TREATMENT	Half			
	Disagree	Agree	Agree	Agree Strongly
DISENGAGEMENT	1,72	0,84	0,41	0,03

Meanwhile, the percentage of student stating the disengagement is significantly lower. Only 0,3 percent of 32 students stated their agreement for the questions ; *I am "zoned out," not really thinking or doing class work, I let my mind wander, I just pretend like I'm working.* The students stated their disagreement 17 percent.

DISCUSSION

With the greater number of students chose agree strongly for teaching by using social media make them think deeply in quiz, realize their mistakes and so on. Indicated that students tend to be active in the classroom when they have known the learning materials before entering the classroom. This is due to the fact that informed students are more inclined to participate in class when they are aware of the subjects they will cover. Students who finished the social media quiz before receiving instructions from their teachers were among those whose observations the researchers noted. The researcher discovered more evidence supporting experts' claims that social media helps students develop their critical thinking skills. This result also demonstrates that the statement is true, though it is not covered in more detail here. According to (Ma et al., 2015) the extent to which this is accomplished can have a significant impact on students' cognitive development and learning outcomes, with disengagement from learning serving as a dropout predictor (Reschly & Christenson, 2022) An approach called "great promise" (OECD, 2018, p. 77) for increasing the use of technology in the classroom and assisting students in developing their digital competencies is flipped learning. These findings support previous research that social media provides to increase their level of engagement.

Fortunately, in the case of disengagement, only a small proportion of students did not participate in class, although they did not read, did not use social media in class, or did not comply with what the teacher said, but they participated enough in class. This finding is supported by (Tinto, 2000) which found that the use of these tools may have facilitated the creation of learning communities that have been shown to have a positive impact on student learning. The results of this study may also be influenced by the impact of active and collaborative learning experiences supported by social media (Ehrmann & State, 1996). Added to this is the previous finding (Trowler, 2010) also stated that social media use has been

shown to have a positive impact on student engagement. Although further exploration is needed to understand the relationship between these factors, the findings of this study suggest that there is a relationship between the use of social media as a means of delivering learning information to students and student engagement. It is hoped that the results of this study can encourage teachers, students, and all policy makers to consider the use of social media as an effective and efficient tool to support the teaching and learning process.

CONCLUSION AND SUGGESTION

In a short, blended Flipped classroom by using social media Whatsapp and Youtube give effects on students engagement for the students of Junior High School. By learning the material at home before the students come in to the classroom, will affect their engagement. Additionally, increased student engagement may boost their confidence when it comes to utilizing digital learning media tools to facilitate distance learning and explore their English language proficiency.

The major difference between flipped and traditional classrooms is the timing of content learning; students in a flipped classroom learn the content before class in their own private time and space and at their own. The percentage of students engagement before the treatment done was lower in every aspects than after the treatment. For the best effect, the student disengagement was only 0,03 percent after the treatment, it means this model can be suggested for achieving students' engagement.

References

- Chen Hsieh, J. S., Wu, W. C. V., & Marek, M. W. (2017). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning*, 30(1-2), 1-21. <https://doi.org/10.1080/09588221.2015.1111910>
- Clark, K. R. (n.d.). *The Effects of the Flipped Model of Instruction on Student Engagement and Performance in the Secondary Mathematics Classroom*.
- Ehrmann, S. C., & State, W. (1996). Implementing the Seven Principles: Technology as Lever. *AAHE Bulletin*, 49, 3-6.
- Kabilan, M. K., Ahmad, N., & Abidin, M. J. Z. (2010). Facebook: An online environment for learning of English in institutions of higher education? *Internet and Higher Education*, 13(4), 179-187. <https://doi.org/10.1016/j.iheduc.2010.07.003>
- Lenhart, A., Madden, M., Smith, A., Purcell, K., Zickuhr, K., Rainie, L., & Project, A. L. (2011). Teens, Kindness and Cruelty on Social Network Sites. *PewResearchCenter*, 1-86.
- Ma, J., Han, X., Yang, J., & Cheng, J. (2015). Examining the necessary condition for engagement in an online learning environment based on learning analytics approach: The role of the instructor. *Internet and Higher Education*, 24, 26-34. <https://doi.org/10.1016/j.iheduc.2014.09.005>
- Reschly, A. L., & Christenson, S. L. (2022). Handbook of Research on Student Engagement: Second Edition. In *Handbook of Research on Student Engagement: Second Edition* (Issue June 2012). <https://doi.org/10.1007/978-3-031-07853-8>
- Rutherford, C. (2010). Using Online Social Media to Support Preservice Student Engagement. *MERLOT Journal of Online Learning and Teaching*, 6(4), 703-711.

- Sams, A., & Washington, O. (2012). *Jonathan Bergmann flip your classroom*.
- Tarantino, K., Mcdonough, J., & Hua, M. (2013). Effects of Student Engagement with Social Media on Student Learning: A Review of Literature. *The Journal of Technology in Student Affairs*, 1–13. http://studentaffairs.com/ejournal/Summer_2013/EffectsOfStudentEngagementWithSocialMedia.html
- Tinto, V. (2000). Linking Learning and Leaving. *Journal of the Higher Education*, 68(Classroom as Communities), 599–623.
- Trowler, V. (2010). Student engagement literature review. *Higher Education*, November, 1–15. http://americandemocracy.illinoisstate.edu/documents/democratic-engagement-white-paper-2_13_09.pdf
- Wang, Z., Bergin, C., & Bergin, D. A. (2014). Measuring engagement in fourth to twelfth grade classrooms: The classroom engagement inventory. *School Psychology Quarterly*, 29(4), 517–535. <https://doi.org/10.1037/spq0000050>
- Yarbro, P McKnight, (2014). *Flipped Learning*.