

**THE EFFECTS OF THE USE OF SOCIAL MEDIA ON ACADEMIC
PERFORMANCE**

**(A Case of Undergraduate Students at Faculty of Economics Universitas
Atma Jaya Yogyakarta)**

THESIS

**Presented as Partial Fulfilment of the Requirements for the Degree of
Sarjana Ekonomi (S1) in International Business Management Program
Faculty of Economics Universitas Atma Jaya Yogyakarta**



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**Faculty of Economics
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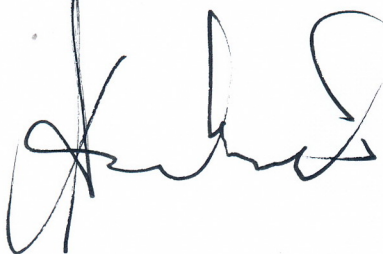
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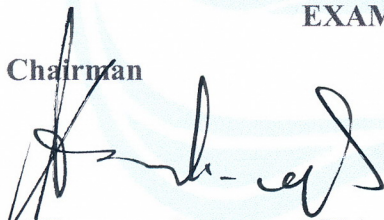
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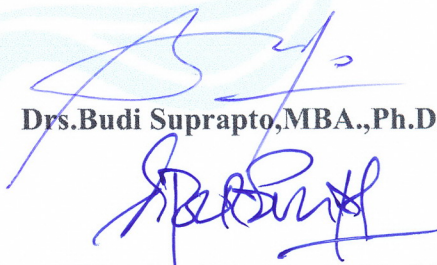
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AUTHENTICITY ACKNOWLEDGMENT

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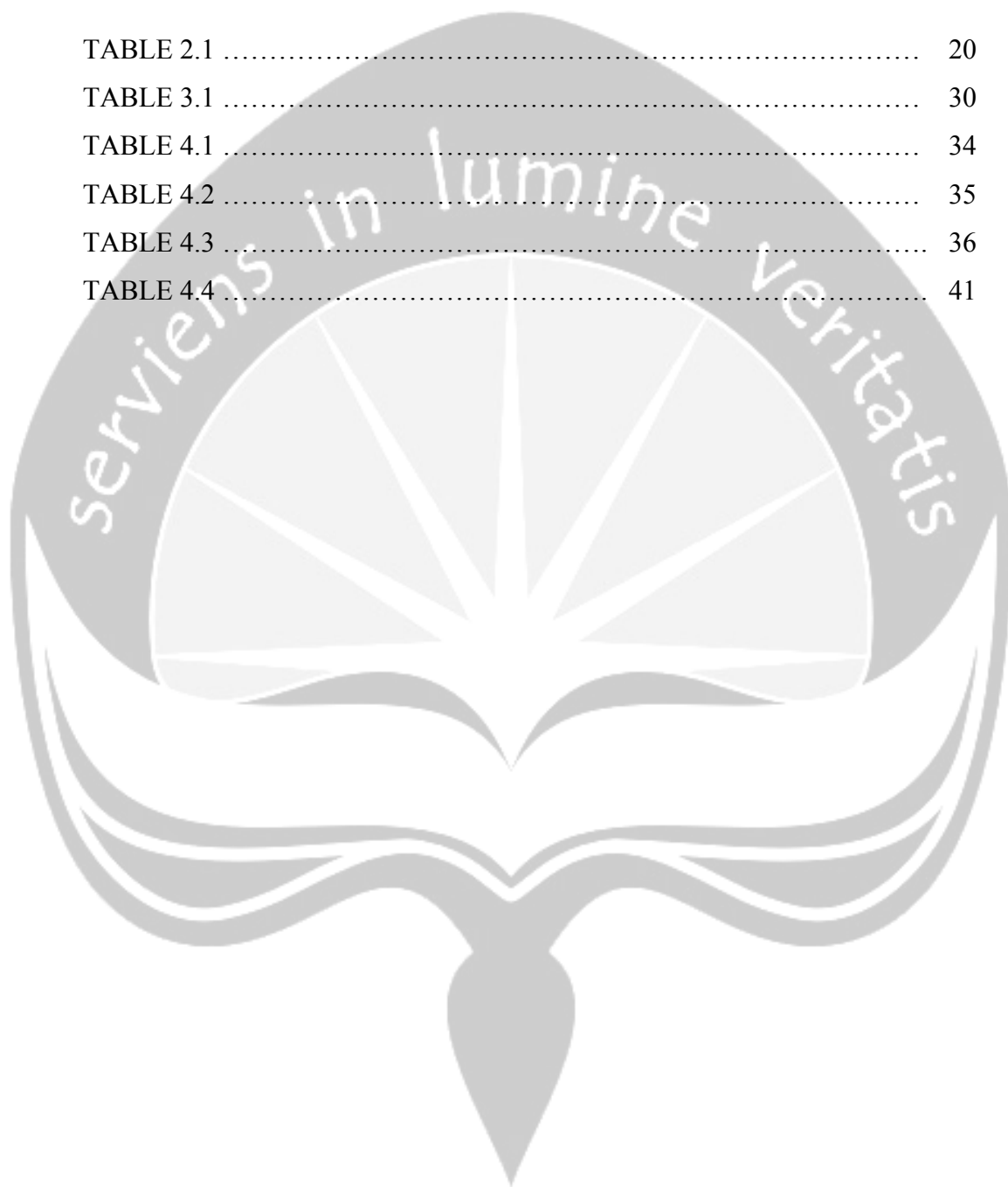
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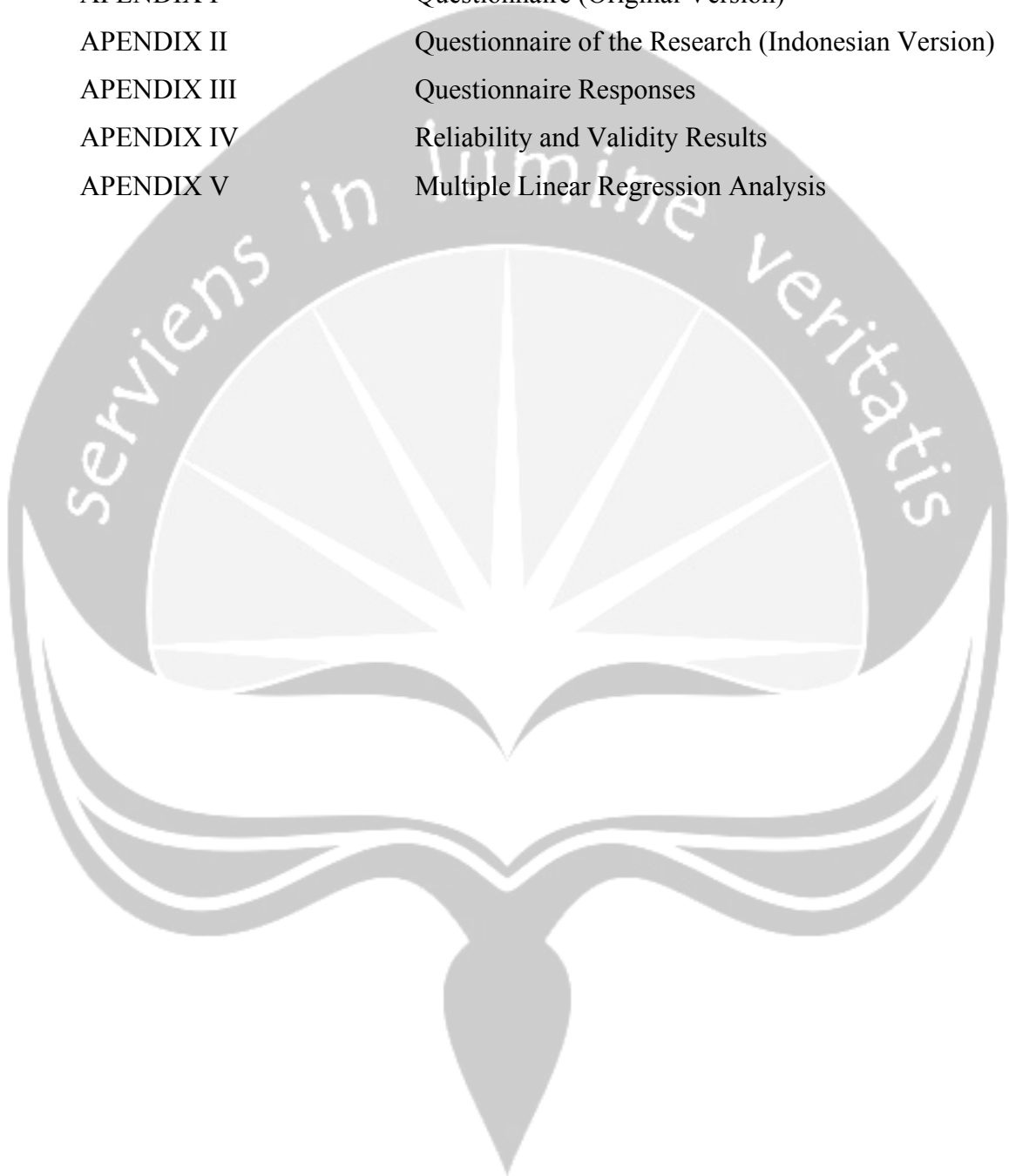
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ABSTRACT

This research is aimed at finding out the effects of the use of social media on academic performance of students at UAJY. The respondents of this research are students at Faculty Economy UAJY and a questionnaire was used to collect the data for this research. According to this research, found that students at UAJY become the users of multiple social networking sites, the most subscribed in order are line, and then Instagram, followed by WhatsApp, Facebook, Twitter, YouTube, Snapchat and Google+. Time spent with social media found to have no negative influence on students' academic performance but others dimension such as experience with social media and satisfaction with social media found to negatively influence on students' academic performance.

Keywords: Social Media, Academic Performance, Students at UAJY

CHAPTER I

INTRODUCTION

1.1 Research Background

According to the results of research for the National Association of Internet services providers Indonesia (APJII) and the Centre for Research Communications University of Indonesia (UI), the majority of internet users in Indonesia are in the age range 18-25 years. The number of young users of this age group almost half (49%) of the total number of internet users in Indonesia to reach 88.1 million in 2014 and most of them are students. (Liputan6.com 2015)

A fact recently also successfully captured by research carried out by APJII and Centre for Research Communications University of Indonesia (UI). In the sector of gender, in the year 2014, it turned out that internet users in Indonesia are more dominated by women. Recorded user women reach 51% compared to men who 'only' 49%. (Liputan6.com 2015)

In 2017, e-marketers estimates the internet users in Indonesia would reach 112 million people, beating Japan. Overall, the number of internet users worldwide would reach the projected 3.6 billion humans on earth would access the internet at least once each month.

On top of Indonesia, for now the big five countries internet users in the world respectively occupied by China, the United States, India, Brazil, and Japan. (Kominfo, 2014)

The ease of internet access worldwide has made it one of the most popular medium of seeking information and for communication (Ramamohanarao *et al*, 2007). The internet is a highly enlightening and entertaining medium therefore people engage in several activities on it; some of which may be potentially addictive. One of such activities is the use of social media (Kuss & Griffiths, 2011).

According to Kaplan & Haenlein (2010), social media defined as “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and exchange of user generated content. Which enables the creation and exchange of user generated content, has grown and become very popular in recent years especially among young people.

Any website that allows social interaction by users is considered a social media site. Such sites are supported by web 2.0; an online technology with the ability to allow users to interact and share information online. Social media platform provides various SNSs (Social Networking Services) which attract hundreds of millions of users worldwide (Kwon *et al*, 2013)

Social networking sites are web-based services that allow individuals to create public or semi-public profiles within a restricted system, articulate lists of other users with whom they share connections and those created by others in the system (Boyd & Ellison, 2008).

Kuss & Griffiths (2011) define social media as “virtual communities where users can create individual public profiles, interact with real-life friends, and meet other people based on shared interests.”

Social media is a catch-all term for a variety of internet applications that allow users to create content and interact with each other. This interaction can take many forms, but some common types include sharing links to interesting content produced third parties, public updates to a profile, including information on current activities and even location data, sharing photos, videos, and posts, commenting on the photos, posts, updates, videos and links shared by others. (Technopedia.com)

An increasing number of college students who become the users of social media sites become the most important current issue. Using social media sites has become a habit in students' daily routine. Social media cannot be separated from student's life. In other word, student become addictive to social media. Nowadays, most of the college students have some social media site account. Some of the most popular social networks are: Instagram, Facebook, Twitter, YouTube, Line, WhatsApp, Gmail, etc. Usually, students using social media to communicate with friends or family, interact and make new friends, and for leisure time entertainment.

Students are not using social media only at home on a computer, but also using these sites via their smartphones. Through the existence of smartphones, students have become more attracted to using social networking 24/7 (Al-Harrasi & Al-Badi, 2014).

This rapid increase in term of the use of social media via smartphones are having serious effects on college students. Some of them are positive, such as the improvement of important communication skills, making students more

sociable online. In addition, social networking expands students' knowledge and helps them to be active in creating and sharing information. (Al-Harrasi & Al-Badi, 2014).

Boyd (2006) in Fori E. (2016) journal, viewed Internet as a very important element of life which cannot be ignored. Internet is used for educational purpose by a large community but unfortunately, there are larger community including youth who use Internet for only social networking.

Most of the UAJY students came from various regions in Indonesia for the purpose of studied and completed study and graduating on time with satisfactory achievements. UAJY provide lectures and students university sites that allow lectures and students to share and submit the announcement about the class, assignments or quiz. The purpose of this websites is to make learning process become more effective and efficient that is why in every faculty building in UAJY there is Wi-Fi facility.

UAJY provides Wi-Fi facility for students. With the aim to ease the process of teaching and learning but sometimes students misused Wi-Fi facility that's supposed to be. Students often use Wi-Fi to open their social networking site account even when the process of teaching and learning happen in class.

If this situation occurs, then the concentration of students in learning will be divided between their social media account and the material presented by the lecturer. This situation will affect the academic performance of the students

According to Wang *et al* (2011) in Al-Harrasi & Al-Badi, (2014) journal, "Social network has been found to have negative effects, such as the lowering

of students' grades, which could be due to the increased distraction for students, leading to the misuse of their time".

A number of studies have been conducted to find out the impact of social media on academic performance of students. Banquil & Chua, (2009), stated that social networking sites do affect one academic performance adversely. The sites directly cause the gradual drop in the grades of students. They adversely affect a students' academic performance if such a student spends his time in social networking sites instead of in his studies. (Fori E., 2016)

Historically, Paul, *et al* (2012) in Fori E. (2016) journal, discovered in their research that there is statistically significant negative relationship between time spent by students on online social networks and their academic performance. The time spent on online social networks was found to be strongly influenced by the attention span of the students. In particular, they reveal that the higher the attention span, the lower the time spent on online social networks.

This finding inspired this research to finding out the effects of the use social media on academic performance of the students at UAJY.

1.2 Research Question

- 1) What are the effects of the use of social media on academic performance among students at UAJY?

1.3 Research Delimitation

In order to make this research more specific and focused, and also to limit the problems observed, compiled variable restriction was examined as follows:

1. Social media addiction is a phrase sometimes used to refer to someone spending too much time using Facebook, Twitter and other forms of social media so that it interferes with other aspects of daily life (lifewire.com)

According to Al-Menayes (2015), the use of social media in this research are classified into three dimensions:

- Time spent with social media represents deterioration of school performance, driving, not meeting friends and thinking about social media when not using them.
- Experience with social media reflects social media overuse, neglecting schoolwork, feeling irritable and lack of sleep due to social media usage.
- Satisfaction with social media has two items only, one dealing with boredom and the other with the need to use social media.

2. According to Wiseman (1961), Academic performance can be defined as a student's success is generally judged on examine performance. Success on examinations is a crucial indicator that a student has benefited from a lesson they got on their study (K. Banquil *et al*, 2009).

Academic performance at university level is considered up to the mark if the student has persistently maintained their GPA. (Hasnain *et al*, 2015).

This research using Chun-Yen (1999) a self-administered questionnaire to measure academic performance. The questionnaire consists of four items.

3. Students in this research are those who are enrolled in semester 1 in academic year 2017/2018 at Faculty Economic UAJY

1.4 Purpose of the Research

Based on the research question above, the purpose of this research is:

1. To find out the impact of time spent with social media on academic performance among students at FE UAJY
2. To find out the impact of experience with social media on academic performance among students at FE UAJY
3. To find out the impact of satisfaction with social media on academic performance among students at FE UAJY

1.5 Benefit of the Research

- a. For the Researcher

This research will make the writer gain more understand about the Effects of Social Media on Academic Performance of the Students at UAJY

- b. For Leader of the University

UAJY can use this result of the research to see how big the influence of using social media on student's life and the effect on the academic performance of UAJY's students. Also, the findings could be used by academic advisers or counselor proffer professional advice to the university authorities on how to regulate the social network usage among students in UAJY during in campus area so students can focus only on the study.

1.6 Writing Structure

CHAPTER I INTRODUCTION

This chapter describes the research background, problem statement, problem limitation, the purpose of the research, benefits of the research, and the writing structure.

CHAPTER II LITERATURE REVIEW

This chapter describes the theoretical background relevant to this research and it contains several literatures that related to the Effect of Social Networking Sites on Academic Performance.

CHAPTER III RESEARCH METHODOLOGY

This chapter describes conceptual framework and the methods which will be employed for data collection and analysis.

CHAPTER IV RESULT AND DISCUSSION

This chapter illustrate the data analysis and discussions. The result in chapter four will be used to answer the problem statement that is mentioned in chapter one.

CHAPTER V CONCLUSION

This chapter describes the findings and limitations, draw conclusion, and make suggestions for the future research.

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

This chapter contains the theoretical background of this research. The purpose of this chapter is to explain about the social media, types of social networking site, students and social media, academic performance, social media addiction and academic performance. Then, the previous study, research hypothesis and research model of this research will be explained in this chapter.

2.2 Theoretical Background

2.2.1 Social Media

According to Kaplan & Haenlien (2012) in Ch. Qayyum, *et al* (2015) journal, social media can be defined as the mutual and online communications channel that help people base contribution, communication, content distribution and cooperation. With the purpose of discussion, micro blogging, communal networking, social book marking, and wikis are the various types of social media. Nowadays, young people are very dependently to social media. They tend to use social media to communicate with their fellow friends, family, lecturer and also as their resources to find any information their needs.

According to Drury (2008 : 1) in Hasnain *et al* (2015) journal, defines social media as “online resources that people use to share any content such as video, photo, images, text, ideas, insight, humor, opinion, gossip, news.”

Social media provides many content that allows young people to share their photo, images, video or even their thoughts about something in their social media account. Safko & Brake (2008) in Hasnain *et al* (2015) journal, stated that social media as “activities, practices, and behaviors among people who gather online to share information, knowledge, and opinions using conventional media.”

Social media platforms provide various SNSs (Social Networking Services) which attracts hundreds of million users worldwide (Kwon *et al.* 2013)

By using social media platforms, students are able to interact with their fellow friends or meeting new friends on various interests

According to Kriegler (2010), Social Media classified into seven major categories and supporting technologies. (Kwon *et al.* 2013). The seven categories are:

1. Social Networks: Facebook, Google

Facebook

Facebook was founded by Mark Zuckerberg and several Harvard University classmates in 2004. Facebook is a Web platform that allows the users to make interaction between friends, family and colleagues.

Facebook provides various features including; customized profile, privacy and security, friend list management, photo album management, interactive chat, fan pages, classmates and coworker search engine. Facebook has also developed facilities by making applications. Facebook users, allowed to download the applications on their smartphones. So, this makes users easier to use Facebook because they allow to open the application by using their smartphones not only using computer (technopedia.com)

Google

Google is an Internet search engine founded by Larry Page and Sergey Brin. They were Ph.D students at Stanford University. Google has mission to “organize the world’s information and make it universally accessible and useful.” It is the number one search engine in the world, a position that has generated criticism and concern about the power it has to influence the flow of information on the Web. (technopedia.com)

Nowadays, we can get the information about anything we need easily, just only typing it on Google and the results will show up.

2. Blogs and Microblogs: Twitter

Twitter is a free social networking microblogging that allows registered users to broadcast short post called tweets. Twitter users can post their tweets and follow other users tweets by using multiple platforms and devices such as using smartphone or computer by posting at twitter.com website (whatis.techtarget.com).

3. Wikis: Wikipedia

Wikipedia is user generated founded by Jimmy Wales in 2001, anyone can create or edit the article. Wikipedia has been written and edited by millions of contributors. Wikipedia is also doubtful because everyone can make edits without proving credentials or experience in the subject. If the related person see bad comments about their products or themselves, they can edit the article for their favor (yourdictionary.com).

4. Video: YouTube

YouTube is a popular video sharing website where registered users can upload and share videos with anyone able to access the site. YouTube was founded by PayPal ex-employees Chad Hurley, Steve Chan, and Jawed Karim in 2005. (huffingtonpost.com)

Young people nowadays, use YouTube to share videos about their experience in any field. Making video blog or these days known as Vlog not a strange thing to do. Most of the videos, tells about their experience during holidays, or tutorial about using make-up or anything else which can be profitable for viewers. People who doing the video blog, called vlogger. Some product companies, using vlogger and paid them to promote their product as their marketing strategy.

5. Pictures: Instagram

Instagram is a social networking app made by Kevin System and Mike Krieger, for sharing photos and videos from a smartphone. Every registered user, who create an Instagram account has a profile and a news feed. When user upload their photos or video on Instagram, it will be appearing on their profile. Another user who follow that account will able to see the posts in their own feed. Likewise, the user also can see posts from other users whom them choose to follow.

Instagram can be downloaded for free on iOS and Android devices. It can also be accessed on the web from computer, but users are not allowed to upload and share photos or videos from web computer, they only allowed to upload

and share photos or videos by using devices such as smartphone, iPad or tab.
(lifewire.com)

6. Audio: Podcasts

Podcast is a type of digital media, usually audio, that is available in a series of episodes or parts and streamed or downloaded by end users via the internet. Podcasts can be made available through a release schedule or uploaded to the web randomly.

A podcast can be directly played from the website, or downloaded as an MP3 or similar format to be played on computer or compatible mobile device. Podcasts are used for everything from news and entertainment to education.
(technopedia.com)

7. Collaboration: Google Docs

Google Inc. is an American search engine company founded by Sergey Brinn and Larry Page in 1998. Between 2006 and 2007, Google bought or developed various traditional business programs (word processor, spreadsheet, and presentation software) named Google Docs.

Google Docs is used through a browser that connects to the data on Google machines. (Britannica.com)

Social media help users build social relationship by connecting members or inviting even non-members. Users can interact with friends or meet new people in cyberspace (Kwon *et al* 2013).

There are several social networking sites platforms on mobile and web application such as, Instagram, Facebook, Twitter, WhatsApp, Google+ etc. These

platforms have difference roles, functions and modes of communication used although the function of this platforms are mostly similar and related.

Social networking sites (SNS) become popular since the year 2002 and have attracted tens of millions of Internet users (Boyd & Ellison, 2007).

These past years, social networking sites become more popular especially for young people. Because the registered users of SNS are allowed to create their own webpage or “profile” which is supposed to be seen as an identity of that person’s personality (Tufekci, 2008).

Users may connect with other people they know through school, work, or an organization, or they may meet complete strangers from all over the world (Coyle & Vaugh, 2008).

Social network as a web platform where people from different background can connect and interact with each other. (Ayiah & Kumah, 2011)

They do this by searching for people and adding them as “friends” so that they may share information with them and other networks that those people may be a part of (Boyd & Ellison, 2007).

Social networking sites can be a great way to make connections or relationship with people with similar interests and goals, like a virtual meeting place where friends hang out (Eke *et al* 2014)

2.2.2 Students and Social Media

According to nnstoy.org in Helou & Ab-Rahim (2014) journal, the majority of SNSs users are young people, who have been called ‘Digital Natives’ that is a

person born or brought up during the age of digital technology and therefore familiar with computers and the Internet from an early age.

According to Ellison *et al* (2007) in Helou & Ab-Rahim (2014) journal, “The most common users of social networking sites (SNSs) are students in higher education. They often use SNSs to stay connected with their friends or keep existing connections rather than developing new connections”.

Swist *et al*, (2015) stated that “Social media sites have provided a platform where young people can create their own groups and eventually make connections and opportunities for their personal careers by continuing to inform a variety of topics to talk about. Youth who have been meeting they say that social media has turn into their standard of living and it makes their lives easy fast and efficient” (Ch.Qayyum *et al*, 2015).

According to Nicole (2007) in Mensah & Nizam (2016) journal, students and teenagers have especially recognized these social media platforms to be able to contact their peers, share information such as post their photo, rediscover their personality and showcase their social lives.

These interactions indicate to youth’s needs such as making friends and peer feedback (Pempek *et al*, 2009).

2.2.3 Academic Performance

Academic performance is defining as “...how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers” (K. Banquil *et al*, 2009).

Academic performance at university level is considered to signal that students continue to maintain their GPA (Hasnain *et al*, 2015)

According to Kyosabha (2009), “The role of academic achievement as one of the predictors of one’s life successes and also in the aspect of academic placement in schools to higher institutions and the level of workplace feasibility in one’s career is inevitable”. This means academic achievement become determinant for students’ carrier options in the future.

The involvement of a student in activities such as making friends in social media should be seen when students have access to relevant information that can be channeled to improve student academic performance. It depends on the ability and willingness of the individual concerned to be able to take advantage of that opportunity and to cope with stress associated with academic (K. Banquil *et al*, 2009)

According to Annie *et al*, (1996) in Bhagat (2013) journal, “Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts”. UAJY measure the academic performance of students by arrange various kinds of tests such as quizzes in class, mid-term test, final test and then at the end of the semester, students will know how their performance for the six months their study by seeing their GPA.

2.2.4 Social Media Addiction and Academic Performance

Nowadays, seeing young people using their smartphone to open their social media while sitting or walking is a common thing. Even they use it while driving that will endanger their safety. Students also tend to use social media in classroom while learning process still happen.

On the internet, students engage in a variety of activities some of which may be potentially addictive. (Kuss & Griffiths, 2011)

Social networking sites have caused many problems. For instance, many students have lost interest in their studies as they spent most of the times on these sites (Fori, 2016)

Social networking sites (SNS) have brought both good and bad experience to the present generation. Social networking sites have helped many students to gain knowledge of each other over the internet without having to meet physically. But on the other hand, social networking sites have caused students interest in their studies because they spent most of the time on these sites chatting with friends, discussing issues that's not relevant their studies (Adamu & Ahmed, 2016).

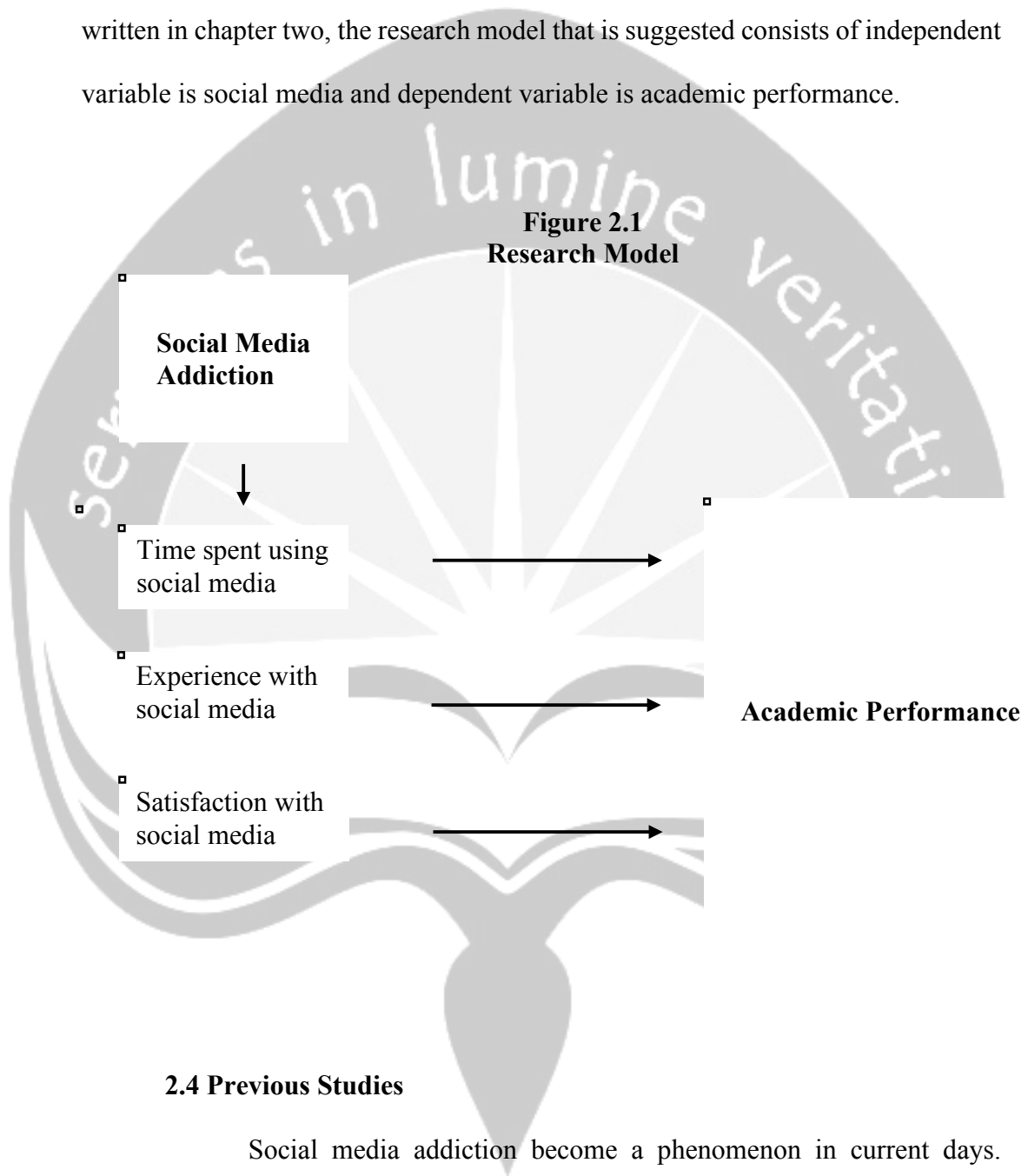
Students also use social media to discuss or sharing about their academic issues with their friends, and also to interact with their lecturer

According to Kuppuswamy & Shankar (2010) in Khan (2013) journal, social network websites attract students' attention and then diverts it towards non-educational and inappropriate actions including useless chatting.

Akhtar (2013) in Hasnain *et al* (2015), stated that excessive internet use can become addictive especially among students and can lead to academic problems.

2.3 Research Model

Based on the research background written in chapter one and the theory written in chapter two, the research model that is suggested consists of independent variable is social media and dependent variable is academic performance.



2.4 Previous Studies

Social media addiction become a phenomenon in current days. Young people become addicted to social media sites and its giving impact to their academic performance. There is many research done that generate various results.

One of the research with a topic Social media usage was done by Hasnain H. et al (2015) that find there is inverse relationship with academic performance of students. Banquil et al. (2009) found a continuing drop of grades among students who use social networking sites. Mensah & Nizam (2016) concluded that social media platforms have a significant impact on students' academic performance in Malaysia tertiary institution. Jacobsen & Forste (2011) found that there is negative relation between exposure to social network sites and academic performance. Also, Junco (2012) found negative relation between time spent on Facebook and academic performance.

Table 2.1
Previous Studies Summary

No	Author	Title	Variable	Result
1.	Hira Hasnain. et al (2015).	Impact of Social Media usage on Academic Performance of University Students	1. Social Media 2. Academic performance	The usage of social media has an inverse relationship with academic performance students. This suggests that the more students spend time on social media, the more their GPA is affected
2.	K. Banquill, & N. A. Chua (2009)	Social Networking Sites affects one's Academic Performance Adversely	1. Social Networking Sites 2. Academic Performance	Continuing drop of grades among students who use social networking sites.
3.	Jacobsen W.C & Forste R. (2011)	The Wired Generation: Academic and Social Outcomes of Electronic media use among University Students	1. Academic Performacne 2. Social outcomes of electronic media use	Negative relation between exposure to social network sites and academic performance
4.	Junco (2012)	Too Much Face and Not Enough Books: The Relationship between Frequency of Facebook Use, Participation in Facebook Activities, and Student Engagement	1. Facebook Participation 2. Student Engagement	Time spent on Facebook negatively influence academic performance
5.	Mensah S.O & Nizam I. Dr. (2016)	The Impact of Social Media on Students' Academic Performance – A Case of Malaysian Tertiary Institution	1. Social Media 2. Academic Performance	Social media platforms have a significant impact on students' academic performance in Malaysia tertiary institution.

2.5 Hypotheses Development

The phenomenon of social media usage in young people and they become addicted in using social media increasing on a current day. In Indonesia, not many research discussing about the Effects of Social Media use on Academic Performance of Students'. Because of it, the writer will do a research about the Effects of Social Media use on Academic Performance of the Students' at UAJY.

Based on the research done by Hasnain *et al* (2015), Jacobsen W.C & Forste R. (2011), Junco (2012), Mensah & Nizam (2016), the social media do give effect on academic performance of students'.

There are certain factors that influence between social media and academic performance such as how long students use social networking sites, what time of the day do they use these sites the most (Hasnain *et al*, 2015)

This research objective is to investigate the effect of social media on academic performance of students and to determine its negative impact on students. Based on previous research, suggest that social media has negative impact on academic performance. In order to understand more the relationship between social media and its impact on academic performance, the following hypothesis have developed.

Paul *et al* (2012) suggested that there is a negative influence between time spent using social media on the students' academic performance (Hasnain *et al*, 2015)

Social media sites have caused many students loss interest in their studies as they spent most of the time on these sites chatting with friends, talking about issues not relevant to their studies (Adamu & Ahmed, 2016)

Therefore, the first hypothesis will be:

H1: There is a negative influence of time spent with social media on academic performance

Akhtar (2013) in Hasnain *et al* (2015) stated that excessive usage of internet can become an addiction especially among students and it can lead to academic problems. The author suggested that internet addiction can cause a fall in time spent on studies, major drop in grades, low interest in extracurricular activities and lack of interest in classes.

Therefore, the second hypothesis will be:

H2: There is a negative influence of experience with social media on academic performance

Social media provides a platform that allows young people to express themselves freely and get to know new people. Because of young people nowadays become increasingly depending on social media in their daily life, it makes institutions anxious if social media giving bad impact on students' academic performance (Al-Rahmi & Othman, 2013).

Young people tend to use social media every time and everywhere because they enjoy using it, even when lecturing session in class, they still use social media while they get bored and it can distract their attention while study. According to Akhtar

(2013) in Hasnain *et al* (2015) journal, excessive usage of internet can become an addiction especially among students and it can cause academic problems.

Therefore, the third hypothesis will be:

H3: There is a negative influence of satisfaction with social media on academic performance



CHAPTER III

RESEARCH METHODOLOGY

3.1 Introduction

The objective of this chapter is to explain the methodology used to implement this research. The first section introduces the conceptual framework. Second part describes the research location. The third part explains about the data collection method. Moreover, the fourth part describes the sampling method. Last, data analysis method is declared below.

3.2 Research Design

This research is an explanatory study. An explanatory study is undertaken when not much is known about the situation at hand, or no information is available on how similar problems or research issues have been solved in the past. (Sekaran and Bougie, 2013)

3.3 Population

The population of this research are UAJY students who still enrolled at semester 1 in academic year 2017/2018 who have experience using social media.

3.4 Sample

3.4.1 Sampling Method

This research use nonprobability sampling method which is different with probability sampling. Nonprobability sampling did not give the same possibility for every member of population to be chosen as sample. (Sekaran & Bougie, 2013)

The combination of convenience and purposive sampling is chosen in this research. This research use convenience sampling because, the respondents for this research only respondents who can easily be contacted by researcher. Convenience sampling is the collection of information from members of the population who are conveniently to provide it and this research also purposive sampling because the respondents for this research, only they who have experience using social media. Purposive sampling is the sampling that confined to specific types of people who can provide the information, either because they are the only ones who have it, or they conform to some criteria set by the researcher. (Sekaran & Bougie, 2013)

The sampling technique that will be use in this research is quota sampling. According to Sekaran & Bougie (2013), quota sampling is a second type of purposive sampling, ensures that certain groups are adequately represented in the study through the assignment of a quota.

The respondents for this research must be UAJY students who still active at the academic year 2017/2018 who have experience using social media.

3.4.2 Sample Size

Sample size are important to establish the representativeness of the sample generalizability (Sekaran & Bougie, 2013)

Roscoe (1975) in Sekaran & Bougie (2013) proposes the following rules of thumb for determining sample size:

1. Sample size larger than 30 and less than 500 are appropriate for most research
2. Where samples are to be broken into subsamples (males/females, juniors/seniors, etc.), a minimum sample size of 30 for each category is necessary
3. In multivariate research (including multiple regression analyses), the sample size should be several times (preferably ten times or more as large as the number of variable in the study)
4. For simple experimental research with tight experimental controls (matched pairs, etc.), successful research is possible with samples as small as 10 to 20 in size.

Based on Cohen (1988), given a medium to large effect size, 30 participants per group should lead to about 80% power, which is the medium suggested power for an ordinary study. (VanVoorhis & Morgan, 2007).

The sample for this research are 105 students from Faculty Economic at UAJY.

3.5 Data Source

a. Primary Data

Primary data obtained from the respondents that participate in self-administered questionnaire that is active students of UAJY in academic year 2017/2018.

3.6 Data Collection Method

This research will be a quantitative research and use primary data. The data was collected from the research participants through a self-administered questionnaire. Questions used for the questionnaire for both variables were adopted from multiple authors which included Young (1996) to measure social media addiction and Chun-Yen (1999) to measure academic performance.

3.7 Research Variables

A variable is anything that can take on differing or varying values. The values can differ at various times for the same object or person, or at the same time for different objects or persons. (Sekaran & Bougie, 2013). This research has two variables, that is independent and dependent variable.

Social media as the independent variable has three dimensions that are; time spent with social media, experience with social media, and satisfaction with social media and dependent variable is academic performance. The main objective of this research is to investigate the effect of the use social media on academic performance of students at UAJY.

3.8 Measure

3.8.1 Instrument Measure

Questions used for the questionnaire for both variables were adopted from multiple authors which included Young (1996) to measure social media addiction and Chun-Yen (1999) to measure academic performance.

The questionnaire translated to Indonesian to make the respondents has a better understanding about the questions.

The questionnaire was distributed online and made by using Google Form, in order to be more efficient and effective to distribute the questionnaire.

There questionnaire has 20 questions and consist of 3 sections which are:

1. Section I

Contains 6 questions related to the demographic, such as gender, age, batch, social networking sites that the respondents have.

2. Section II

Contains ten questions related to social media addiction, divided into three factors that are representing the underlying dimensions of social media addiction. Factor one named time spent with social media and factor two named experience with social media consist of four questions, and then factor three named satisfaction with social media consist of two questions.

3. Section III

Contains four questions related to academic performance

The table below are the examples of some questions from the questionnaire:

Table 3.1
Example of Questions from Questionnaire

No.	Pertanyaan	1	2	3	4	5
		STS	TS	N	S	SS
1	Nilai saya memburuk karena menggunakan media sosial					
2	Saya sering menggunakan media sosial saat berkendara					
3	Saya merasa hidup jadi membosankan tanpa media sosial					
4	Saya berpikir untuk menggunakan media sosial saat saya sedang tidak menggunakannya					

This research will use Likert type scale form:

- Strongly Agree = 5 points
- Agree = 4 points
- Neither Agree nor Disagree = 3 points
- Disagree = 2 points
- Strongly Disagree = 1 point

Testing instrument method this research used are:

3.8.2 Validity Test

Validity is often defined as the extent to which an instrument measures what it purports to measure. Validity requires that an instrument

is reliable, but instrument can be reliable without being valid. (Kimberlin & Winterstein, 2008)

As for the criteria for valid or not a variable, if $r \text{ count} > r \text{ table}$, then declared valid, otherwise if the $r \text{ count} < r \text{ table}$ then found not valid (Nugroho, 2011).

3.8.3 Reliability Test

Reliability estimates are used to evaluate (1) the stability of measures administered at different times to the same individuals or using the same standard (test-retest reliability) or (2) the equivalence of sets of items from the same test (internal consistency) or of different observers scoring a behavior or event using the same instrument (interrater reliability). Reliability coefficients range from 0.00 to 1.00, with higher coefficients indicating higher levels of reliability. (Kimberlin & Winterstein, 2008)

3.9 Data Analysis

3.9.1 Descriptive Statistics

Descriptive analysis is the percentage and mean analysis that will cover the respondent's demographic factors like gender, age, social media account that respondents had.

3.9.2 Regression Analysis

Multiple linear regression analysis will be performed to test the hypothesis, to examine the effects of the use social media on academic performance of students at UAJY.

Multiple linear regression is a statistical method used to explain relationship between one continuous dependent variable and two or more independent variables.

The three dimensions of social media are; time spent with social media, experience with social media, and satisfaction with social media will entered separately as independent variable and academic performance will be used as the dependent variable.

In this research, independent variable called as X that are the dimension of social media and dependent variable called as Y that is academic performance:

Independent variable (x_1)	=	time spent with social media
Independent variable (x_2)	=	experience with social media
Independent variable (x_3)	=	satisfaction with social media
Dependent variable (y)	=	academic performance

CHAPTER IV

DATA ANALYSIS

4.1 Introduction

In this chapter, author will describe and analyze the result from research that had been done. This research purposes are to investigate the effects of the use social media on academic performance of students at UAJY. The online questionnaire has been distributed, this study get 105 responds that submitted. All respondents of this research are meet these criteria's: UAJY students who still enrolled at academic year 2017/2018 and have experience using social media.

4.2 Validity Analysis

Validity test is a test to measure the degree of validity and to measure the precision of the measurement of the variable in which will be tested on the instrument (Sekaran and Bougie, 2013). The validity of the questionnaire was tested using corrected item-total correlation and compared with r-table. As for the criteria for valid or not valid an instrument/question, if r-count bigger than r-table (r-count > r-table). The value of r-table in this research is 0.296.

The respondents for the pre-test are 32 students.

The formula to find the exact r-table is: $df = (N - 2)$

$$32 - 2 = 30$$

The r-table for 30 respondents is 0.296

Table 4.1
Validity Test Result

Variable	Questions Item	Corrected Item Total Correlation (r-count)	r- table	Status
Time Spent with Social Media	TS 1	.344	0.296	Valid
	TS 2	-.116	0.296	Not Valid
	TS 3	.396	0.296	Valid
	TS 4	.459	0.296	Valid
Experience with Social Media	EXP 1	.584	0.296	Valid
	EXP 2	.473	0.296	Valid
	EXP 3	.423	0.296	Valid
	EXP 4	.457	0.296	Valid
Satisfaction with Social Media	SF 1	.388	0.296	Valid
	SF 2	-.035	0.296	Not Valid
Academic Performance	AP 1	.518	0.296	Valid
	AP 2	.159	0.296	Not Valid
	AP 3	-.005	0.296	Not Valid
	AP 4	.495	0.296	Valid

Source: Data has been proceeded by using SPSS 22.0

From validity test on Table 4.1 shows that not all of the questions item are valid. On time spent with social media dimension has 4 questions item, 3 questions item stated valid and 1 questions item stated not valid. On experience with social media dimension has 4 questions item shows that r count > r table, all of the questions item stated valid. On satisfaction with social media dimension has 2 questions item and 1 question stated valid and 1 question stated not valid.

On Academic performance dimension has 4 questions, 2 questions item stated valid and 2 questions item stated not valid.

For the questions item that stated to be not valid will be discarded and will not be used for the next data analysis process. Only the valid data will be used for the next data analysis process.

The table below are the validity test result after the not valid items are discarded

Table 4.2
Validity Test Result after Discarded not valid items

Variable	Questions Items	Corrected Item Total Correlation (r-count)	r- table	Status
Time spent with social media	TS1	.410	0.296	Valid
	TS3	.413	0.296	Valid
	TS4	.454	0.296	Valid
Experience with social media	EXP1	.628	0.296	Valid
	EXP2	.515	0.296	Valid
	EXP3	.444	0.296	Valid
	EXP4	.439	0.296	Valid
Satisfaction with social media	SF1	.385	0.296	Valid
Academic Performance	AP1	.567	0.296	Valid
	AP4	.590	0.296	Valid

Source: Data has been proceeded by using SPSS 22.0

The table 4.2 above shows validity test result after not valid items being discarded and the results are all of the items are stated to become valid because every question items has the value of r-count > r-table

4.3 Reliability Analysis

Table 4.3
Reliability Test Result

Instrument	Cronbach's Alpha	Status
Social Media Questionnaire	.735	Reliable
Academic Performance Questionnaire	.800	Reliable

Source: Data has been proceeded by using SPSS 22.0

The reliability of the Social Media and Academic Performance Questionnaire was tested using Cronbach's alpha. Variable can be stated as reliable if the amount of Cronbach's alpha > 0.60 . The Cronbach's alpha for social media instrument is 0.735, which means this instrument is reliable and the Cronbach's alpha for academic performance instrument is 0.800, which means this instrument also reliable.

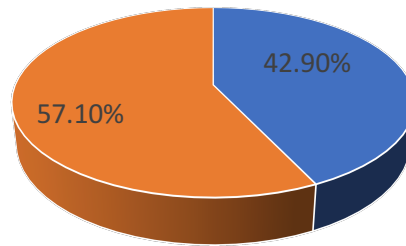
4.4 Characteristics of Respondents

From the online questionnaire that distribute, 105 online questionnaires submitted can be processed. In this research, the characteristics that will be investigate are the respondents gender, batch, social media site used of students at Faculty of Economic UAJY.

Chart 4.1

Respondents Characteristics

Based on Gender

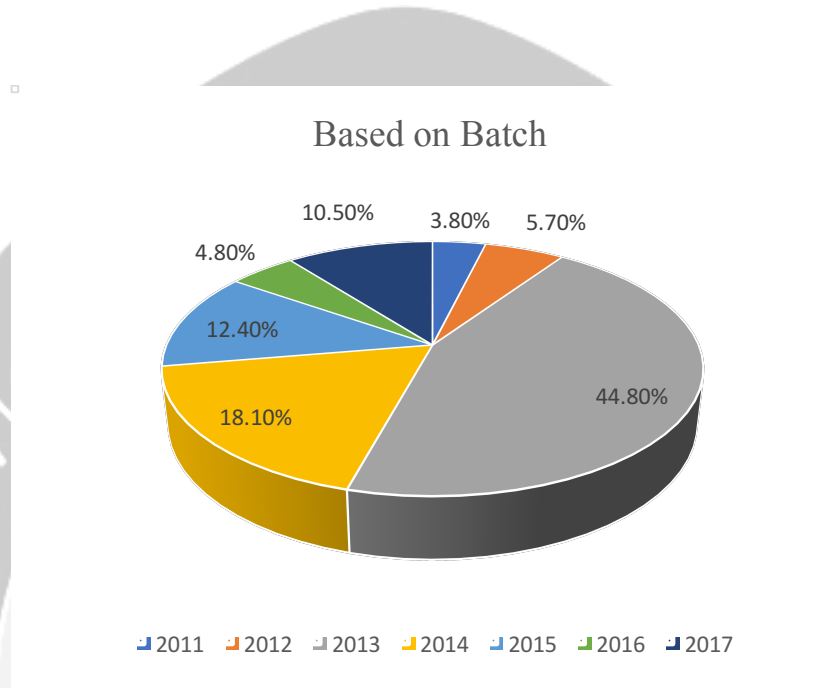


■ Male ■ Female

Based on the chart above, based on the respondents' gender, there are total 105 respondents, 42.9% (45 people) of the respondents are male and 57.1% (60 people) of the respondents are female.

Chart 4.2

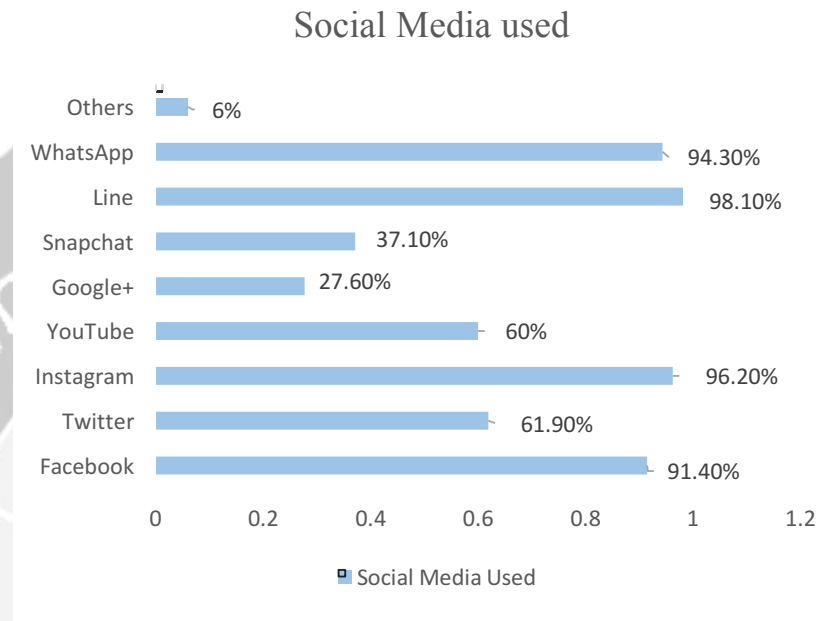
Respondents Characteristics



Based on the chart respondents based on batch, from batch 2011 there are 4 (3.8 %) respondents, batch 2012 there are 6 (5.7 %) respondents, from batch 2013 there are 47 (44.8 %) respondents, from batch 2014 there are 19 (18.1 %) respondents, from batch 2015 there are 13 (12.4 %) respondents, from batch 2016 there are 5 (4.8 %) respondents, from batch 2017 there are 11 (10.5 %) respondents.

Chart 4.3

Respondents Characteristics



Based on social networking sites that respondents used and the users that subscribed more than one site. The table 4.3 above shows that 96 (91.4%) respondents have account Facebook, 65 (61.9%) respondents use Twitter, 101 (96.2%) of the respondents use Instagram, 63 (60%) respondents use YouTube, 29 (27.6%) respondents use Google+, 39 (37.1%) respondents use Snapchat, 103 (98.1%) respondents use Line, 99 (94.3%) respondents use WhatsApp, and other social networking sites not mentioned are subscribed by 6 (6%) respondents.

4.5 Statistical Data Analysis

4.5.1 Multiple Linear Regressions Analysis

Multiple Linear Regression test was performed to determine whether there are any effects of the use social media on academic performance to analyze the research question:

1. What is the effect of social media use on academic performance?

Here, it is shows the result of Multiple Linear Regression test of output SPSS (Statistical Package for the Social Sciences) 22.00 for windows.

Multiple linear regression is the output of the calculations used as the determination of the analysis of the hypothesis to be accepted or rejected.

In multiple linear regressions, effect of the independent variables to dependent variable will be tested (F-test) or partially (T-test). The determine of f-test and t-test can be followed:

- 1) If significant or probability ≥ 0.05 , then H_0 is accepted, H_a is not accepted
- 2) If significant or probability ≤ 0.05 , then H_0 is not accepted, H_a is accepted

The result has been determined below:

Table 4.4
Significant Test the Effect of the Use Social Media on Academic Performance

Variable	Unstandardized Coefficients	T	Sig.
	B		
(Constant)		13.376	.000
Time Spent	-.790	-4.688	.000
Experience	-.048	-.365	.716
Satisfaction	.043	.508	.613
F-test	9.128		
Sig/Prob.	0.000		
Adjusted R-Square	.190		

1. Simultaneous Regressions Test (F-test)

According to the result of multiple linear regression analysis on table 4.4, the F-test is 9.128 has a probability (p) of 0.000. This means that Social Media (time spent, experience, satisfaction with social media) simultaneously affecting Academic Performance. The result of the multiple linear regression shows the amount of adjusted r-square is 0.190. Which means that Social Media can able to influence Academic Performance as big as 19% while the 81% is influenced by other variable outside this research.

2. Partial Regression Test (T-test)

a. Time spent with social media

Based on the table 4.4 the value the B value is -0.790, this means time spent with social media has negatively affect to academic performance.

The value of T-test for time spent with social media -4.688 with probability (p) = 0.000. According to this result where the value of probability (p) \leq 0.05, it can be concluded that Ho is not accepted and Ha is accepted.

This result shows that time spent with social media has negative impact on academic performance significantly. Therefore, according to the results, the first hypothesis that stated time spent with social media will negatively influence on academic performance is supported.

b. Experience with social media

Based on table 4.4 the value of B value of experience with social media is -0.048, this means experience with social media has negatively affect to academic performance.

The value of T-test for experience with social media is -0.365 with probability (p)= 0.716. According to this result where the value of probability (p) \geq 0.05, it can be concluded that Ho is accepted and Ha is not accepted.

This results shows that experience with social media doesn't impact on academic performance. Therefore, according to the results, the second hypothesis that stated experience with social media will negatively influence on academic performance is not supported.

c. Satisfaction with social media

Based on table 4.4 the value of B value of satisfaction with social media is 0.043, this means satisfaction with social media has positively affect to academic performance. The value of T-test for satisfaction with social media is 0.508 with probability (p)= 0.613. According to this result where the value of probability (p) \geq 0.05, it can be concluded that Ho is accepted and Ha is not accepted.

This result shows that satisfaction with social media doesn't impact on academic performance. Therefore, the third hypothesis that stated satisfaction with social media will negatively influence on academic performance is not supported.

4.6 Results and Discussion

The previous research about the effects of social media use on academic performance actually has been observed by Hasnain et al (2015) and other authors. This research, tries to examine the effects of social media use on academic performance of students at UAJY.

From chart 4.3, found that most of the students at UAJY become the users of multiple social networking sites, the most subscribed are Line, and then followed by Instagram, WhatsApp, Facebook, Twitter, YouTube, Snapchat and Google+. This is an agreement with the findings of Shana (2012) stated that students use social network mainly for making friends and chatting.

Social media can provide a lot of benefits such as sharing information and ideas but social media also could impact negatively on the academic performance if the students not use it wisely and properly.

Based on the results from this research, found that the first hypothesis that stated time spent with social media will negatively influence on academic performance is supported. This shows that time spent with social media have negatively influenced on academic performance. This shows from their responds for the statement stated “I find myself using social media longer than intended”. 41.9% of respondents choose strongly agree for this statement and 41.9% choose agree for this statement. If students spend more their time on using social media, it will negatively effect on their academic performance. The more students spend time on social media, the more they become addicted to it.

UAJY has university regulation that stated if students had GPA below 2.5 at their second year, students will be dropped out from university and also there is a regulation that stated for students who already at their seventh year and haven't making thesis yet also will be dropped out or paying the same amount of tuition fee with new students. This regulation should be make students more aware about their grade, if they want to continue their study and graduate from university.

The results found that the second hypothesis stated that experience with social media will negatively influence on academic performance is not supported. This shows from the responds of the respondents for the statement stated “I neglect my school work because of social media”. 36.2 % of the respondents choose disagree and 19% choose strongly disagree for this statement. From this result, we

can conclude that even though students experiencing using social media, they still have conscience to not abandon their school work.

The results found that third hypothesis stated satisfaction with social media will negatively influence on academic performance is not supported. Even though students feel satisfied with the function that social media provide, it doesn't have negative influence on their academic performance. This shows form the responds of the respondents for the statement stated "I found life boring without social media". 46.7% of the respondents choose agree to this statement and 29.5% of the respondents choose strongly agree for this statement.

Actually, social media sites also have positive sides if students use it wisely for positive purpose. Social media sites provide any functions that enable users to easier getting or share new information and also for communication between students and lecturers. In order to direct students in using social media sites in a positive way and purpose that can improve their academic performance, it would be better if the university or students' organization making seminar or talk show about social media usage and students can get a better understanding about it.

This research found that the more students spend their time in using social media, the more they become addicted to it. Therefore, students should be thought to making the right decision as the user of social media networks. So, it wouldn't give any damage for the academic performance of students.

CHAPTER V

CONCLUSION

5.1 Introduction

This chapter will describe the conclusion from the data analysis that have been concluded on chapter four. This chapter also discusses implication of this research, the limitations for this research and the suggestion for future research.

5.2 Conclusion

The purpose of this research is to gain a clear understanding about the effects of the use social media on academic performance especially for students at UAJY who have experience of using social media sites.

Based on data analysis on chapter IV, some conclusions have been made as follows:

1. From the results of the analysis, found that students at UAJY become the users of multiple social networking sites, the most subscribed in order are Line, and then Instagram, followed by WhatsApp, Facebook, Twitter, YouTube, Snapchat and Google+. This means that students use social media for chatting and making friends. As we know, Line and WhatsApp allow the users to make group chat and this function makes students become easier to share or gain new information, especially for students who takes the same batch or class. They can share information about the assignments.

This research showed that the more students spent their time on using social media, it will negatively influence on their academic performance. This

shows from their responds for the statement stated “I find myself using social media longer than intended”. Most of the students choose strongly agree and agree for this statement. If students spend more their time on using social media, it will negatively influence on their academic performance. The more students spend time on social media, the more they become addicted to it.

2. From the t-test analysis, the dimension of social media such as time spent with social media, experience with social media, satisfaction with social media tested with academic performance to see if there is a negative influence of social media use on academic performance. From the results, it shows that the first hypothesis that stated time spent with social media will negatively influence on academic performance is accepted. But for the second hypothesis that stated experience with social media will negatively influence on academic performance and the third hypothesis stated satisfaction with social media will negatively influence on academic performance is not accepted.

5.3 Managerial Implication

Based on the data analysis findings, there are some managerial implications that could be drawn:

1. UAJY provide Wi-Fi facility in every building of the faculties with aim to help students when they're studying. But this Wi-Fi facility sometimes misused by students using their social media sites, especially when they

have to wait the next class, they tend to use it to open their social media while they're waiting. It would be better while they have leisure time, they use it to prepare themselves to the topic that will be discussed in next class rather than spending their time on social media sites.

UAJY already banned to open Facebook while using Wi-Fi facility in certain hours but social media not only Facebook, there are other types social media that students still able to use while using Wi-Fi facility. It would be better if UAJY banned all social media sites and only websites that will be useful during study that can be accessed by students while using university Wi-Fi. and build control mechanism for social media usage in classroom by directing every teacher to use application named Apple Classroom. UAJY gives iPad facility to students and lectures to improve and help them during learning. In order to avoid students, use their iPad to open their social media during lecturing session, university can direct every lecture to use Apple Classroom application in every classes.

Apple Classroom is an iOS and macOS app for lecturers that allows them to easily monitor and control iPads used by students in each of their classes. With Classroom application, lecturers can control connected iPads, opening apps, creating workgroups, and keeping track of student progress with screen sharing. There are also number of other tools that lecturers can use to help students get the most out of their iPads. (imore.com)

Students found that life boring without social media. This means, students feel satisfied with the content that social media provided and when they

have leisure time they will think of using social media and become addicted to it. If this situation continues to happen and university not taken care of, it can cause damage for their academic performance in the future and students can become addicted using social media. The leaders at UAJY should handle this situation by making seminar or talk show about using social media, so the students know how to use social media in a positive way and get better understanding about it.

5.4 Limitation and Suggestion for Further Research

This research only uses Faculty Economic students as the subject, for the future researcher it would be better in a big area of the subject, it can be for the whole university.

For the future research, might use other variable besides social media in which also affected academic performance of the students for example, the effects of using various gadget by students on academic performance because of the advanced technology these days, large companies such as Apple and Samsung create different types of gadgets such as smartphone, iPad, iPod and many others and also those companies tend to launch new products every year. It will be useful to know the effects of those various gadgets on academic performance of students for the future research.

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**THE EFFECTS OF THE USE SOCIAL MEDIA ON ACADEMIC
PERFORMANCE
(A Case of Undergraduate Students at Universitas Atma Jaya Yogyakarta)**

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ABSTRACT

This research is aimed at finding out the effects of the use of social media on academic performance of students at UAJY. The respondents of this research are students at Faculty Economy UAJY and a questionnaire was used to collect the data for this research. According to this research, found that students at UAJY become the users of multiple social networking sites, the most subscribed in order are line, and then Instagram, followed by WhatsApp, Facebook, Twitter, YouTube, Snapchat and Google+. Time spent with social media found to have no negative influence on students' academic performance but others dimension such as experience with social media and satisfaction with social media found to negatively influence on students' academic performance.

Keywords: Social Media, Academic Performance, Students at UAJY

RESEARCH BACKGROUND

The majority of internet users in Indonesia are in the age range 18 – 23 years. The number of young users of this age group almost half (49%) of the total number of internet users in Indonesia reach 88.1 million in 2014 and most of them are students. (Liputan6.com)

According to Kaplan & Haenlein (2010), social media defined as “a group of Internet-based applicatios that build on the ideological and technological foundations of Web 2.0, and exchange of user generated content which enables the creation and exchange of user generated content, has grown and become very popular in recent years especially among young people. Social media platform provides various SNSs (Social networking services) which attract hundreds of millions of users worldwide (Kwon *et al*, 2013)

An increasing number of college students who become the users of social media sites become the most important current issue. Using social media sites has become a habit in students’ daily routine. Social media cannot be separated from students’ life. in other word, students become addictive to social media. Usually, students using social media to communicate with friends or family, interact and make new friends and for leisure time entertainment.

This rapid increase in term of the use of social media are having serious effects on college students. Some of them are positive, such as the improvement of important communication skills, making students more sociable online. In addition, social networking expands students’ knowledge and helps them to be active in creating and sharing information. (Al-Harrasi & Al-Badi, 2014).

According to Wang *et al* (2011) in Al-Harrasi & Al-Badi, (2014) journal, “Social network has been found to have negative effects such as the lowering of students’ grade, which could be due to the increased distraction for students leading to the misuse of their time”

UAJY provides Wi-Fi facility for students with the aim to ease the process of teaching and learning, but sometimes students misused this facility. Students often use Wi-Fi to open their social networking site account even when the process of teaching and learning happen in class. If this situation occurs, then the concentration of students in learning will be divided between their social media account and the material presented by the lecturer and this situation will affect the academic performance of students.

This finding inspired this research to finding out the effects of the use social media on academic performance of students at UAJY

PROBLEM STATEMENT

1. What are the effects of social media use on academic performance among students at UAJY?

PURPOSE OF THE RESEARCH

The purpose of this research is to finding out the effects of the use of social media on academic performance among students who are enrolled as active students at UAJY in academic year 2017/2018.

LITERATURE REVIEW

Social Media

Nowadays, young people are very dependent on social media. They tend to use social media to communicate with their fellow friends, family, lecturer and also as their resources to find any information they need. Social media provides many content that allows young people to share their photo, images, video or even their thoughts about something in their social media account. Social networking sites (SNS) became popular since the year 2002 and have attracted tens of millions of internet users (Boyd & Ellison, 2007). These past years, social networking sites became more popular especially for young people. Social network as a web platform where people from different background can connect and interact with each other. (Ayiah & Kumah, 2011)

Students and Social Media

According to Ellison *et al* (2007) in Helou & Ab-Rahim (2014) journal, "The most common users of social networking sites (SNSs) are students in higher education. They often use SNSs to stay connected with their friends or keep existing connections rather than developing new connections".

Nicole (2007) in Mensah & Nizam (2016) journal stated that students and teenagers have especially recognized these social media platforms to be able to contact their peers, share information such as post their photo, rediscover their personality and showcase their social lives. These interactions indicated that youth's needs such as making friends and peer feedback (Pempek *et al*, 2009)

Academic Performance

Academic performance at university level is considered to signal that students continue to maintain their GPA (Hasnain *et al*, 2015)

According to Annie *et al*, (1996) in Bhagat (2013) journal, stated that academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative skills such as facts.

Social Media Addiction and Academic Performance

Social networking sites have caused many problems. For instance, many students have lost interest in their studies as they spent most of the times on these sites (Fori, 2016)

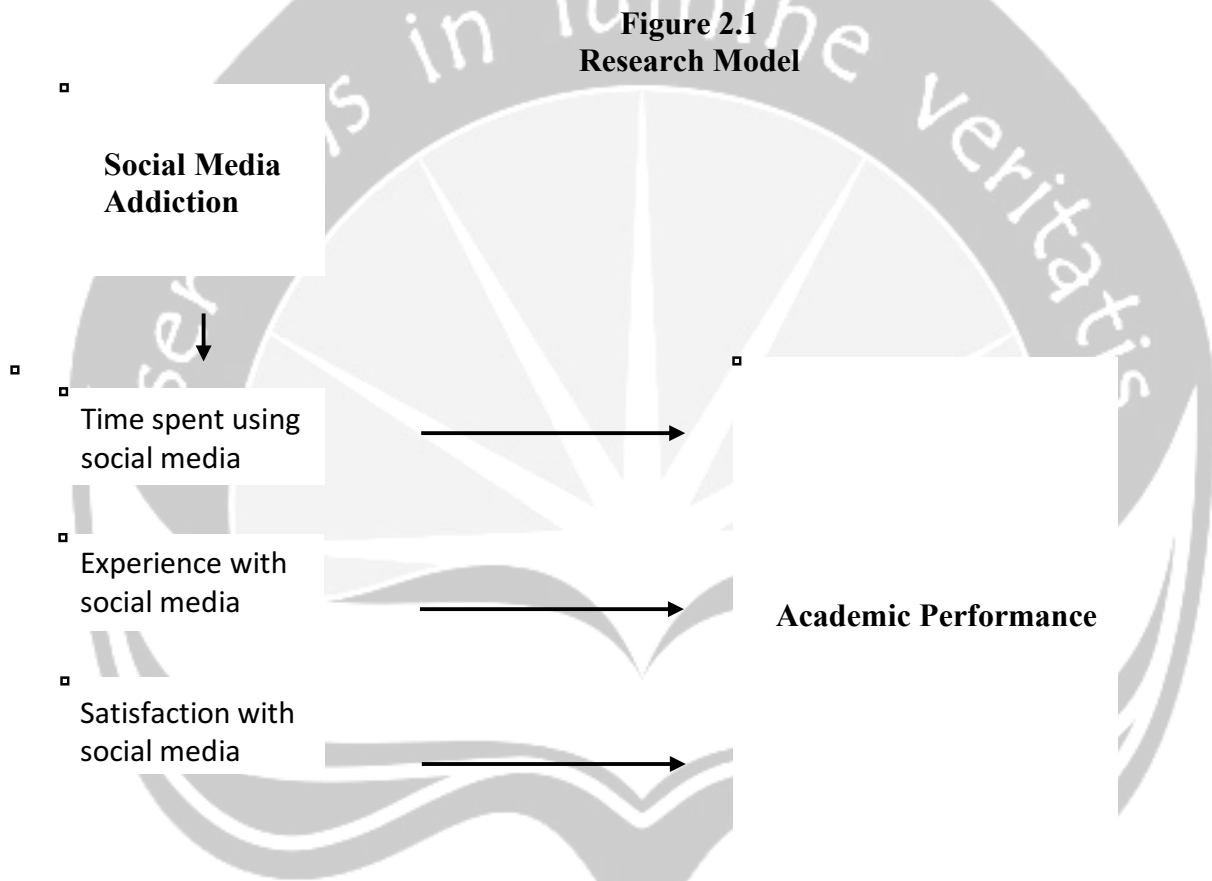
Social networking sites (SNS) have brought both good and bad experience to the present generation. Social networking sites have helped many students to gain knowledge of each other over the internet without having to meet physically but social networking sites also caused students

in their study because they spent most of the time on these sites chatting with friends, discussing issues that's not relevant to their studies (Adamu & Ahmed, 2016)

According to Kuppuswamy & Shankar (2010) in Khan (2013) journal, social network websites attract students's attention and then diverts it towards non-educational and inappropriate actions including useless chatting.

Akhtar (2013) in Hasnain *et al* (2015), stated that excessive internet use can become addictive especially among students and can lead to academic problems.

Research Model



Hypothesis

H1: There is negative influence of time spent with social media on academic performance

H2: There is negative influence of experience with social media on academic performance

H3: There is negative influence of satisfaction with social media on academic performance

RESEARCH METHODOLOGY

Sample and Data

This research use nonprobability sampling method which is different with probability sampling. Nonprobability sampling did not give the same possibility for every member of population to be chosen as sample. (Sekaran & Bougie, 2013)

The combination of convenience and purposive sampling is chosen in this research. Convenience sampling is the collection of information from members of the population who are conveniently to provide it while purposive sampling is the sampling that confined to specific types of people who can provide the information, either because they are the only ones who have it, or they conform to some criteria set by the researcher. (Sekaran & Bougie, 2013)

Purposive sampling is the sampling that confined to specific types of people who can provide the information, either because they are the only one who have it, or they conform to some criteria set by the researcher. (Sekaran and Bougie, 2013). The sampling technique that will be use in this research is quota sampling. According to Sekaran and Bougie (2013), quota sampling is a second type of purposive sampling, ensures that certain groups are adequately represented in study through the assignment of a quota. The respondents for this research must be UAJY students who still active at the academic year 2017/2018 who have experience using social media.

This research using primary data obtained from the respondents that participate in self-administered questionnaire that is active students of UAJY in academic year 2017/2018.

Data Collection Method

This research will be quantitative research and use primary data. The was collected from the research participants through a self-administered questionnaire. Questions used for the questionnaire for both variables were adopted from multiple authors which included Young (1996) to measure social media addiction and Chun-Yen (1999) to measure academic performance.

Research Variables

This research has two variables, that is independent and dependent variable. Social media as the independent variable has three dimensions that are: time spent with social media, experience with social media, and satisfaction with social media and dependent variable is academic performance.

Measuring Instrument

1. The questionnaire was distributed online and made by using Google form in order to be more efficient and effective to distribute the questionnaire
2. Validity test in order to know the variable of the instrument is valid or not valid by comparing between r count and r table
3. Reliability test in order to know the instrument is reliable or not by tested using Cronbach's alpha. The variable stated reliable if Cronbach's alpha > 0.60

4. Descriptive statistics the purpose is to get general view of the respondent's data such as gender, age and give more information to the reader
5. Multiple linear regression analysis will be performed to test the hypothesis to examine the effects of the use social media on academic performance of students at UAJY

DATA ANALYSIS

Validity Analysis

Table 4.1
Validity Test Result

Variable	Questions Item	Corrected Item Total Correlation (r-count)	r- table	Status
Time Spent with Social Media	TS 1	.344	0.296	Valid
	TS 2	-.116	0.296	Not Valid
	TS 3	.396	0.296	Valid
	TS 4	.459	0.296	Valid
Experience with Social Media	EXP 1	.584	0.296	Valid
	EXP 2	.473	0.296	Valid
	EXP 3	.423	0.296	Valid
	EXP 4	.457	0.296	Valid
Satisfaction with Social Media	SF 1	.388	0.296	Valid
	SF 2	-.035	0.296	Not Valid
Academic Performance	AP 1	.518	0.296	Valid
	AP 2	.159	0.296	Not Valid
	AP 3	-.005	0.296	Not Valid
	AP 4	.495	0.296	Valid

Source: Data has been proceeded by using SPSS 22.0

Table 4.2
Validity Test Result after Discarded not valid items

Variable	Questions Items	Corrected Item Total Correlation (r-count)	r- table	Status
Time spent with social media	TS1	.410	0.296	Valid
	TS3	.413	0.296	Valid
	TS4	.454	0.296	Valid
Experience with social media	EXP1	.628	0.296	Valid
	EXP2	.515	0.296	Valid
	EXP3	.444	0.296	Valid
	EXP4	.439	0.296	Valid
Satisfaction with social media	SF1	.385	0.296	Valid
Academic Performance	AP1	.567	0.296	Valid
	AP4	.590	0.296	Valid

Source: Data has been proceeded by using SPSS 22.0

The table 4.2 above shows validity test result after not valid items being discarded and the results are all of the items are stated to become valid because every question items has the value of r-count > r-table

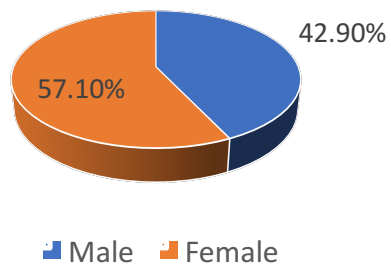
Reliability Analysis

Table 4.3
Reliability Test Result

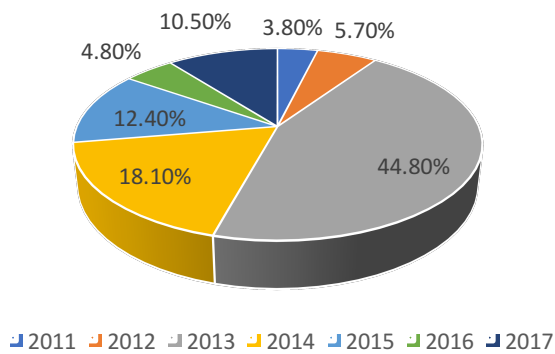
Instrument	Cronbach's Alpha	Status
Social Media Questionnaire	.735	Reliable
Academic Performance Questionnaire	.800	Reliable

Characteristics of Respondents

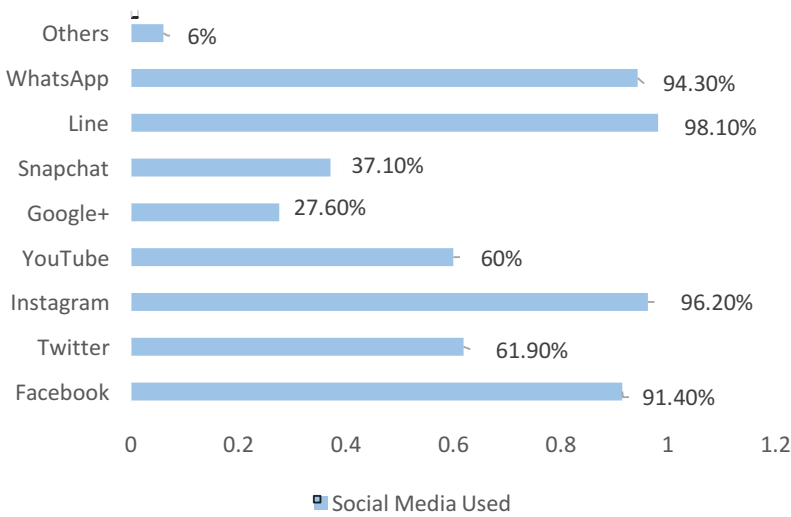
Based on Gender



Based on Batch



Social Media used



CONCLUSION AND RECOMMENDATION

Conclusion

1. From the results of the analysis, found that students at UAJY become the users of multiple social networking sites, the most subscribed in order are Line, and then Instagram, followed by WhatsApp, Facebook, Twitter, YouTube, Snapchat and Google+. This means that students use social media for chatting and making friends. As we know, Line and WhatsApp allow the users to make group chat and this function makes students become easier to share or gain new information, especially for students who takes the same batch or class. They can share information about the assignments.

This research showed that the more students spent their time on using social media, it will negatively influence on their academic performance. This shows from their responds for the statement stated "I find myself using social media longer than intended". Most of the students choose strongly agree and agree for this statement. If students spend more their time on using social media, it will negatively influence on their academic performance. The more students spend time on social media, the more they become addicted to it.

2. From the t-test analysis, the dimension of social media such as time spent with social media, experience with social media, satisfaction with social media tested with academic performance to see if there is a negative influence between social media use and academic performance. From the results, it shows that the first hypothesis that stated time spent with social media will negatively influence on academic performance is accepted. But for the second hypothesis that stated experience with social media will negatively influence on academic performance and the third hypothesis stated satisfaction with social media will negatively influence on academic performance is not accepted.

Managerial Implication

Based on the data analysis findings, there are some managerial implications that could be drawn:

1. UAJY provide Wi-Fi facility in every building of the faculties with aim to help students when they're studying. But this Wi-Fi facility sometimes misused by students using their social media sites, especially when they have to wait the next class, they tend to use it to open their social media while they're waiting. It would be better while they have leisure time, they use it to prepare themselves to the topic that will be discussed in next class rather than spending their time on social media sites.

UAJY already banned to open Facebook while using Wi-Fi facility in certain hours but social media not only Facebook, there are other types social media that students still able to use while using Wi-Fi facility. It would be better if UAJY banned all social media sites and only websites that will be useful during study that can be accessed by students while using university Wi-Fi. and build control mechanism for social media usage in classroom by directing every teacher to use application named Apple Classroom. UAJY gives iPad facility to students and lectures to improve and help them during learning. In order to avoid students, use their iPad to open their social media during lecturing session, university can direct every lecture to use Apple Classroom application in every classes.

Apple Classroom is an iOS and macOS app for lecturers that allows them to easily monitor and control iPads used by students in each of their classes. With Classroom application, lecturers can control connected iPads, opening apps, creating workgroups, and keeping track of student progress with screen sharing. There are also number of other tools that lecturers can use to help students get the most out of their iPads. (imore.com)

Students found that life boring without social media. This means, students feel satisfied with the content that social media provided and when they have leisure time they will think of using social media and become addicted to it. If this situation continues to happen and university not taken care of, it can cause damage for their academic performance in the future and students can become addicted using social media. The leaders at UAJY should handle this situation by making seminar or talk show about using social media, so the students know how to use social media in a positive way and get better understanding about it.

Limitation and Suggestion for Further Research

This research only uses Faculty Economic students as the subject, for the future researcher it would be better in a big area of the subject, it can be for the whole university. For the future research, might use other variable besides social media in which also affected academic performance of the students for example, the effects of using various gadget by students on academic performance because of the advanced technology these days, large companies such as Apple and Samsung create different types of gadgets such as smartphone, iPad, iPod and many others and also those companies tend to launch new

products every year. It will be useful to know the effects of those various gadgets on academic performance of students for the future research.



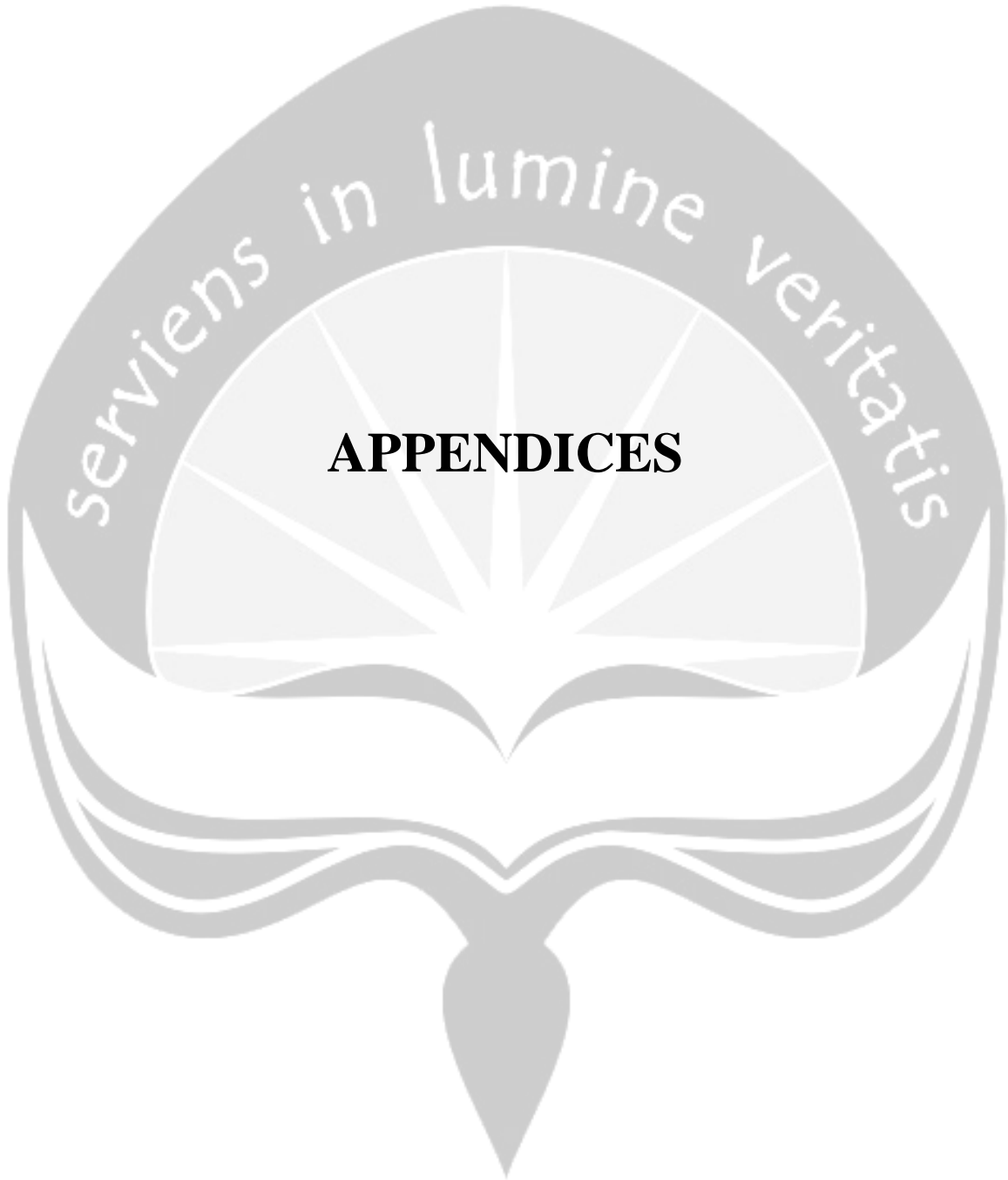
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APPENDICES

APENDIX I

Questionnaire (Original Version)

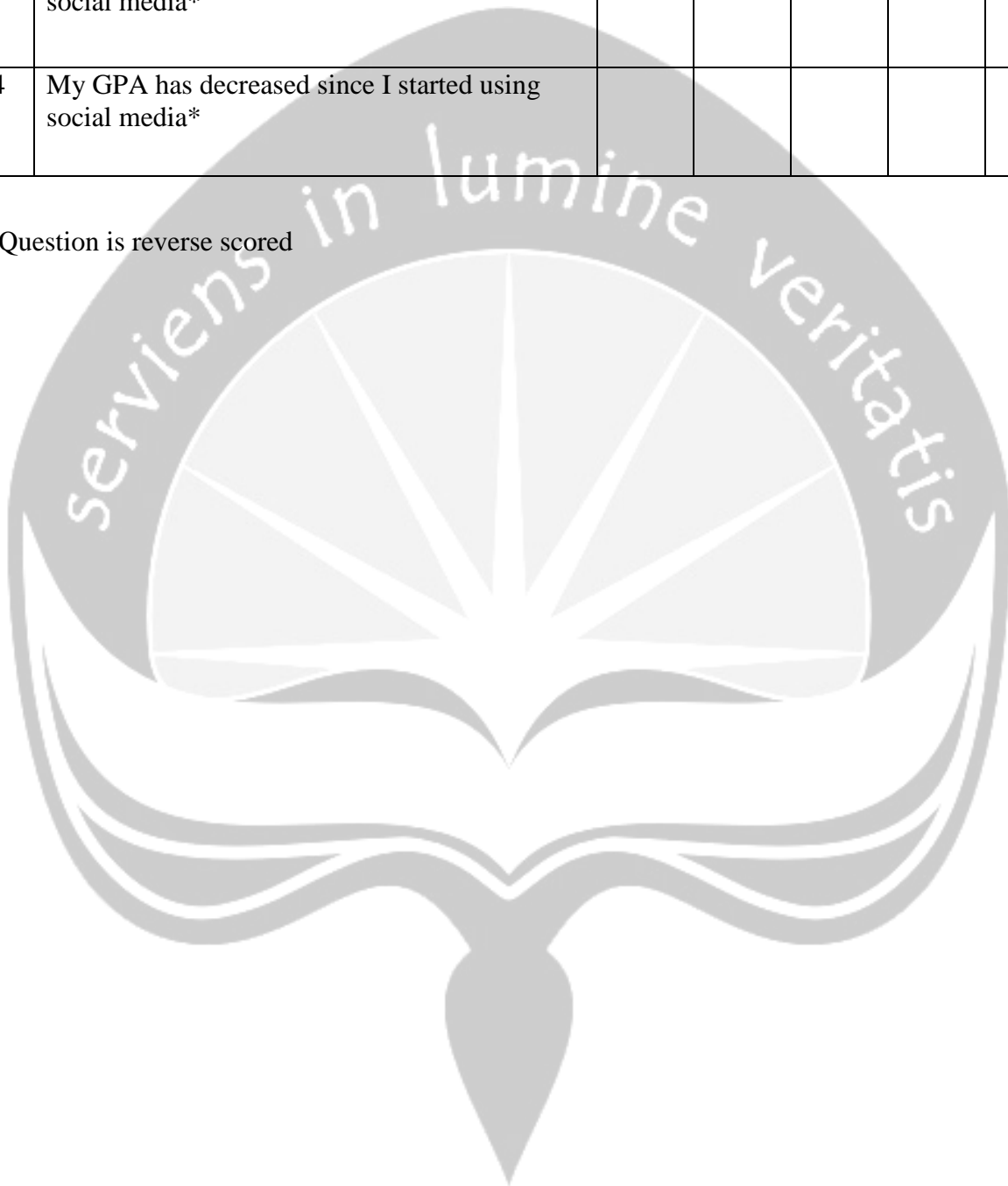
Questions used for the questionnaire for both variables were adopted from Young (1996) to measure social media and Chun-Yen (1999) to measure academic performance

Rating scale: 1 = Strongly Disagree, 2 = Disagree, 3= Neither Disagree nor Agree, 4 = Agree, 5 = Strongly Agree

No.	Questions	1	2	3	4	5
		SD	D	N	A	SA
1	Grades deteriorated because of Social Media					
2	I often use Social Media while driving					
3	I cancel meeting my friends because of Social Media					
4	I think about Social Media when I am away					
5	I find myself using Social Media longer than intended					
6	I neglect my schoolwork because of Social Media					
7	I get irritated when interrupted using Social Media					
8	It is difficult to sleep after using Social Media					
9	I find life boring without Social Media					
10	Days pass by without the need to use Social Media					
11	From the time I began using social media, my academic performance has deteriorated*					

12	From the time I began using social media, my academic performance has improved*					
13	My GPA has increased since I started using social media*					
14	My GPA has decreased since I started using social media*					

*= Question is reverse scored



APENDIX II

Questionnaire of the Research (Indonesian Version)

This research uses an online formed questionnaire by using Google form. The online questionnaire can be accessed through this link: https://docs.google.com/forms/d/12gTno5_3-6zvzvxq3h4MkWKDu7ir90q2pyw1Mw1_Cew/prefill

I. Data Pribadi dan Seleksi Sampel

1. Apakah jenis kelamin Anda?

- Laki-laki
- Perempuan

2. Berapa umur Anda?

- <18 tahun
- 18-20 tahun
- 20-23 tahun
- >24 tahun

3. Mahasiswa Angkatan

- 2011
- 2012
- 2013
- 2014
- 2015
- 2016
- 2017
- Lainnya (sebutkan)

4. Apakah Anda memiliki akun media sosial?

- Ya
- Tidak

5. Situs media sosial yang Anda miliki? (Anda bias memilih lebih dari satu)

- Facebook
- Twitter

- Instagram
 - YouTube
 - Google+
 - Line
 - WhatsApp
 - Lainnya(sebutkan)
6. Berapa IPK terakhir Anda?
- < 1
 - 1 – 2.5
 - 2.5 – 3.5
 - > 3.5

II. Questionnaire

- 1 = Sangat Tidak Setuju
 2 = Tidak Setuju
 3 = Netral
 4 = Setuju
 5 = Sangat Setuju

No.	Pertanyaan	1	2	3	4	5
		STS	TS	N	S	SS
1	Nilai saya memburuk karena menggunakan sosial media					
2	Saya sering menggunakan sosial media saat berkendara					
3	Saya membatalkan janji bertemu teman-teman saya karena sosial media					
4	Saya berpikir untuk menggunakan sosial media saat saya sedang tidak menggunakannya					
5	Saya merasa menggunakan sosial media lebih lama dari waktu yang saya rencanakan					

6	Sayamengabaikantugaskuliahsayakarenasosial media					
7	Sayamerasakesalketikamendapatgangguansaatsaatmenggunakansosial media					
8	Sulittidursetelahmenggunakansosial media					
9	Sayamerasahidupmenjadimembosankantanpasosial media					
10	Hari berlalutanpaperlumenggunakansosial media					
11	Sejaksayamulaimenggunakansosial media, kinerjaakademiksayamemburuk*					
12	Sejaksayamulaimenggunakansosial media, kinerjaakademiksayameningkat*					
13	IPK sayameningkatsejaksayamulaimenggunakansosial media*					
14	IPK sayamenurunsejaksayamulaimenggunakansosial media*					

*= Question is reverse scored

APENDIX IV

Reliability and Validity Test Result

Validity Test

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TS 1	37.56	38.770	.344	.537	.657
TS 2	36.97	43.322	-.116	.546	.726
TS 3	37.94	39.867	.396	.479	.658
TS 4	35.91	36.604	.459	.483	.640
EXP 1	35.16	37.297	.584	.579	.635
EXP 2	37.22	35.402	.473	.439	.634
EXP 3	36.16	36.523	.423	.536	.643
EXP 4	35.91	34.410	.457	.584	.634
SF 1	35.56	35.415	.388	.664	.646
SF 2	36.88	42.048	-.035	.616	.712
AP 1	37.34	34.297	.518	.754	.625
AP 2	36.19	39.706	.159	.706	.680
AP 3	36.50	42.065	-.005	.725	.699
AP 4	37.41	36.572	.495	.621	.636

After Discarded Not Valid Item

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
TS1	26.3438	32.555	.410	.784
TS3	26.7188	34.080	.413	.787
TS4	24.6875	31.190	.454	.779
EXP1	23.9375	31.480	.628	.767
EXP2	26.0000	29.548	.515	.772
EXP3	24.9375	30.835	.444	.781
EXP4	24.6875	29.319	.439	.785
SF1	24.3438	30.039	.385	.792
AP1	26.1250	28.435	.567	.765
AP4	26.1875	30.222	.590	.765

Reliability Statistics Social Media

Cronbach's Alpha	N of Items
.735	8

Reliability Statistics Academic Performance

Cronbach's Alpha	N of Items
.800	2

APENDIX V

Multiple Linear Regression

Descriptive Statistics

	Mean	Std. Deviation	N
AcademicPerformance	4.0905	.92969	105
TimeSpent	2.2635	.54045	105
Experience	3.2310	.74412	105
Satisfaction	3.8571	1.10444	105

Correlations

		AcademicPerfor mance	TimeSpent	Experience	Satisfaction
Pearson Correlation	AcademicPerformance	1.000	-.459	-.204	-.109
	TimeSpent	-.459	1.000	.411	.311
	Experience	-.204	.411	1.000	.447
	Satisfaction	-.109	.311	.447	1.000
Sig. (1-tailed)	AcademicPerformance	.	.000	.018	.134
	TimeSpent	.000	.	.000	.001
	Experience	.018	.000	.	.000
	Satisfaction	.134	.001	.000	.
N	AcademicPerformance	105	105	105	105
	TimeSpent	105	105	105	105
	Experience	105	105	105	105
	Satisfaction	105	105	105	105

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
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1	Satisfaction, TimeSpent, Experience ^a		. Enter
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a. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.462 ^a	.213	.190	.83676	.213	9.128	3	101	.000

a. Predictors: (Constant), Satisfaction, TimeSpent, Experience

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.173	3	6.391	9.128	.000 ^a
	Residual	70.717	101	.700		
	Total	89.890	104			

a. Predictors: (Constant), Satisfaction, TimeSpent, Experience

b. Dependent Variable: AcademicPerformance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.868	.439		13.376	.000
	TimeSpent	-.790	.169	-.459	-4.688	.000
	Experience	-.048	.130	-.038	-.365	.716
	Satisfaction	.043	.084	.051	.508	.613

a. Dependent Variable: AcademicPerformance

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