

## **The Role of Social Media in Creating Student Interest in Writing Papers at Widyatama University**

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### **Abstract**

*Nowadays the spread of information and telecommunications access the faster and easier, especially with social media. Social Media gives all the information we need, where the social media including web based and mobile technologies are used to enable communication into an interactive dialogue between organizations, communities, and individuals. The purpose of this research is to determine the role of social media in creating student interest in writing papers and viewed in term of social media types are often used are: collaborative project, blogs and micro blogs, community content, and social networking sites.*

*The method used in this research is survey with type of descriptive research through a questionnaire as a data collection tool. Sample used is a random probability sampling of student in the Faculty of Business and Management at Widyatama University. The results of this research indicate that the role of social media affects the interest of students writing papers and the social media types are often used is the social networking sites.*

**Keywords:** *Information, Social media, Interest in writing*

### **Introduction and background**

Along with the ever increasing dynamics of the global and more liberal society, the possible access to information provided through the internet has opened our perspective that the information we need can be reached easily and fast. The accessibility of the internet to all walks of life transcends the spatial and temporal boundaries. The internet facilitates the exchange of information concerning business transactions, knowledge, and lifestyle. One of the indispensable parts of the rising development of the internet is the birth of social media. Whether it is taken for granted or not, the spread of social media is practically ubiquitous and pervasive, not to mention its strong presence in Indonesia. The widespread use

of some social medias such as blog and microblogging (twitter, for example), is quite a grand phenomenon in Indonesia.

Social media is an unlimited online media in that its users can participate, share, and create contents for the blog, microblog social network, internet forum, and virtual world. In the world of education, for example, mainly in Indonesia, social media can also take a part in the students' learning process. Through social media students are able to be more creative and independent in learning, especially in learning about writing. Some of the students' most visited social medias that can play an important role in the progressive learning process are Wikipedia, Facebook, Twitter, Blog, and Youtube. From Wikipedia, for example, we can get abundant information from various sources tailored to meet our need; in Facebook, moreover, we can create specific communities customized to suit our interests and talents. Twitter, in turn, apart from its space limitation, can be used to disseminate quotes from influential scientists, religious leaders, artists, and even more, we can post our own quotes. By reading those quotes it is possible for us to expand our breadth of vision. In short, nowadays books are not our only source of information because social networks can also play a similar role.

Aside from social media, blog can also be used as a media to hone our skills and talents, chiefly our writing skill. For students who are keen on writing, they can write to their heart's content and be very creative in writing in their personal blogs, and they can also easily publish their works without being burdened by criteria set by demanding publishers. Adding to that, not only can students publish their writing by themselves, they can also take advantage from the availability of the audio and video based programs. One of the most popular sites of these audio-visual programs is Youtube. By using this facility students are free to opt for a wide range of tutorial videos pertaining social sciences that are able to incite and improve their level of creativity.

Social media has made their presence known in the realm of education in many countries including in Indonesia; nevertheless, we must remember that there are some basic tenets in education (both schools and especially universities) in students' life (for example the Tri Dharma principles in Indonesia) that can be promoted by the presence of the media. The Tri Dharma tenets embrace three important aspects in higher education including education, research, and community service in that the three aspects are the *raison d'être* or the reason of existence of a university in a society. Students, therefore, are bound to these missions even though the most possible mission realizable by these undergraduates is the first one usually. The last two principles, community service and especially research, are mostly taken as optional in which their realization (research in particular) has something to do with their final assignments being the prerequisites for their graduation. The research done in this context is theses, scientific journals, and also specific problem-based research requiring responsive and immediate solutions.

Based on this phenomenon, the purpose of this research is to examine whether there exists a significant link between the abundant presence of information accessible from social medias and the interests of students in particular university students in writing scientific papers. Furthermore, in this paper, the authors also examine which of the media are the most frequent social media used as the primary means of information gathering in writing their scientific papers.

## Literature Review

Social media is an online media in which its users can easily participate, share, and create contents consisting of blogs, social networks, wiki, forum and virtual world. Blogs, social networks and wiki are the most commonly used forms of social media by people around the world (Kietzmann, J.H,et al, 2011:241-251). Social media is defined as “a group of internet-based application built on the foundation of the WEB 2.0 ideology and technology, and the that make the creation and exchange of user-generated content possible” (Kaplan, Andreas M.; Michael Haenlein, 2010:59-68). Social media takes many forms including magazines, internet forums, weblogs, social blogs, microblogging, wiki, podcasts, photographs or pictures, videos, ratings and social bookmarks. By applying one set of theories in media research (social presence, affluent media) and in social processes (self-presentation, self-disclosure), the classification scheme formed for various kinds of social media is collaboration project, blog and microblog, content, social network, virtual game world, and virtual social world (Kaplan, Andreas M.; Michael Haenlein, 2010:59-68).

Social media has these following basic characteristics: the message delivered is not for a particular person, but it can be sent to a lot of people, for example, messages sent through SMS or the internet; the message delivered can be delivered freely without having to go through a Gatekeeper; the message delivered can be received in much faster time compared to other medias; and, it is the receiver that decides the time of the interaction (Gamble,et al, 2002).

After the characteristics, the other decisive factor, not only in learning but also in almost all aspects of life, is passion or interest. In the learning process, interest is important because interest sprung from within the person is the supportive element that can help someone to boost her or his tenacity in the long learning process, to focus more on what she or he does, to assure sufficient retention of what the person has learned, and to avoid boredom in the learning process.

The definition on the meaning of interest has been given by various experts of whom several possible definitions have been cited by the authors in this paper. Hilgard states that interest is a persisting tendency to pay attention to enjoy some activities and contents (Slameto, 1991: 57). Interest can be defined as the tendency or elevated passion or eagerness on something (Muhibin Syah, 2001:136). Interest can also be defined as a condition happened when a person see some characteristics or interpretations of a temporary situation that have something in common with her or his personal needs and wants (Sardiman A.M., 1988:76). In *Kamus Besar Bahasa Indonesia* (The Unabridged Official Indonesian Dictionary) it is stated that interest is an elevated inclination of a person (the editors of *Kamus Besar Bahasa Indonesia*, 1990: 53). Interest plays an important role in a person’s activities because with her or his interest a person will do something that catches her or his attention with pleasure, attention, and motivation. Corresponding with this paper, the type of motivation mentioned before is the motivation to create written notes or journals. The written materials contain results of the research or analyses done by a person or a team, and it is done in accordance with principles and ethical aspects held by scientific communities.

From the listed possible definitions, we can conclude that interest emerges by means of external stimuli. The tendency to be attracted to something is characterized as something permanent, and a person will show signs of happiness when she or he is actively involved in the activity. This feeling of happiness comes from her or his environment or from interesting objects.

The classification of interest based on the expression of it is:

- *expressed interest*, or interest that is expressed verbally to indicate whether or not an individual like or dislike an object or an activity;
- *manifested interest*, or interest that can be concluded from the involvement of an individual in a certain event;
- *tested interest*, or interest that can be concluded from skill or knowledge tests from a certain event;
- *inventoried interest*, or interest that can be revealed from an interest inventory or a list of stated activities.

## Hypothesis

The hypothesis of this research is “the role of social media in creating students interest to write academic papers in Widyatama University”. The hypothesis can be described statistically as:

H<sub>0</sub> :  $\beta \leq 0$  : Social media does not play a role on students’ interest in writing

H<sub>a</sub> :  $\beta > 0$  : Social media plays a significant role on students’ interest in writing

## Method

In this research there are two variables, that is dependent variable and independent variable. The dependent variable (Y) is the interest in writing whereas the independent variable (X) is the social.

The population in this research is taken from students from the Faculty of Business and Management, Widyatama University. The sampling method used by the authors is *random probability sampling* with the number of respondents 326. This number is determined based on Slovin formula, that is:

$$n = \frac{N}{1+N(e)}$$

In that:

n= sample size, N= population size

e= the percentage of margins of errors due to tolerable sampling methods

The descriptive analysis method in this paper is done by determining, collecting, and interpreting data. The purpose is used so that we can obtain the “big picture” concerning the problems at hand. The data used in this paper are collected through questionnaire, interview, observation, and literature studies.

The data taken from the questionnaire are then treated with statistical analysis. The validity and reliability will first be tested. After that those data will undergo several classical assumption tests consisting of normality, multi-collinearity test, and auto correlation test. After the tests, the experiment data will once again be tested using regression analysis. The purpose of this test is to see how strong and how vast is the influence of the independent variable (social media) on the dependent variable (interest in writing). The formula used is:

$$Y = a + bX$$

Where Y is the value of the interest writing variable

a is the constant value

b is the regression coefficient

X is the value of social media variable

We can see the strength of the influence of the independent variable on the dependent variable from the determinant coefficient indicated by the adjusted R square that shows how far the independent can variable explain the dependent variable. The higher the adjusted R square values, the more appropriate the regression model used. This is because the ability of the independent variable to explain the dependent variable, and vice versa, is greater.

After that, the data will be tested one last time using the F test to determine whether the independent variable simultaneously gives a significant role on the dependent variable.

## Result and Discussion

The descriptive analyses are based on the questionnaires consisting questions concerning social media as a factor that can influence students' interest to write academic papers. As it has been mentioned before, the questionnaires are given to students from the Faculty of Business and Management. The following findings show the data of the respondents' characteristics that can be seen in the following tables.

1. Respondents' sex: based on the research, the percentage of the respondents' composition type can be revealed. The following table 1 shows the percentage.

**Table 1:** Respondent's Sex

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Male	147	45%
Female	179	55%
<b>TOTAL</b>	<b>326</b>	<b>100%</b>

From table 1 we know that the percentage of both sexes is quite equal, in that male 45% and female 55%.

2. Respondents' age: based on the research, we can also reveal the respondents' age. Table 2 shows the respondents' age.

**Table 2:** Respondents' Age

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
17 years	1	0,31%
18 years	41	12,58%
19 years	73	22,39%
20 years	108	33,13%
21 years	57	17,48%
22 years	22	6,75%
23 years	11	3,37%
24 years	6	1,84%
25 years	3	0,92%
26 years	4	1,23%
<b>TOTAL</b>	<b>326</b>	<b>100%</b>

From table 2 we know that the highest frequency is from those who are 20 years old, that is, 33.13% of the whole population. The frequency of students aged 19 years old ranks second in the list with 22.39%. The least frequency is those whose age is 17 years old with 0.31%.

3. Academic Year: also based on the research, we can reveal in what academic year the students enrolled to Widyatama University. Table 3 shows the enrollment academic years of the respondents.

**Table 3:** Respondents Entry Academic Year

<b>Class</b>	<b>Frequency</b>	<b>Percentage</b>
2004	4	1,23%
2005	2	0,61%
2006	4	1,23%
2007	10	3,07%
2008	13	3,99%
2009	77	23,62%
2010	102	31,29%
2011	110	33,74%
2012	4	1,23%
<b>TOTAL</b>	<b>326</b>	<b>100%</b>

From table 3 we can reveal that the highest frequency of the population is students from 2011 academic year with 33.74%, whereas the lowest frequency is from 2005 academic year with 0.61%.

The statistical analyses are all analyzed using SPSS 16 for Windows. Furthermore, before we move further, the results of the subsequent test are as follows.

- Validity test: it can be obtained by comparing  $R_{\text{calculation}}$  with  $R_{\text{table}}$ , in which  $R_{\text{table}}$  trace the existing data using Microsoft Excel with  $n=326$

**Table 4:** Validity Test

Statement Number	R calculation	R table	Validity Result
1	0.217	0.091	Valid
2	0.100	0.091	Valid
3	0.357	0.091	Valid
4	0.361	0.091	Valid
5	0.099	0.091	Valid
6	0.309	0.091	Valid
7	0.082	0.091	Not Valid
8	0.328	0.091	Valid
9	0.376	0.091	Valid
10	0.001	0.091	Not Valid
11	0.402	0.091	Valid
12	0.393	0.091	Valid

Statements from number 1 to 10 are the X variable, whereas statements from number 11 until 12 are the Y variable. From the processed data, there are only 2 invalid statements. The invalid statements are then discarded.

- The reliability test uses Cronbach method with alpha number 0.500. This number means that if the value of variable X and Y is bigger than 0.500, then the data can be regarded as reliable. The result can be seen in the following table.

**Table 5:** Reliability Test

Variable	Number of item	Cronbach's Alpha	R table	Reliability Result
X	10	0.521	0.500	Reliable
Y	2	0.959	0.500	Reliable

- The normality test of Y. The result can be seen in the figure.

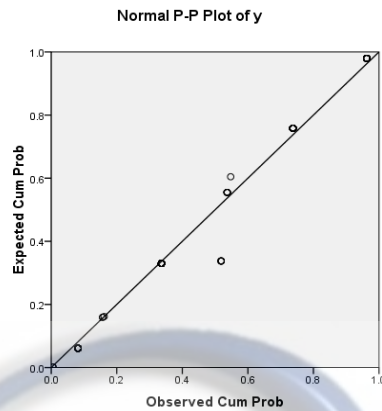


Figure 1: Normality Test

From the graph we can conclude the distribution of the data can be described as normal because the distribution lies around the straight line.

- Multi Collinearity and Autocorrelation Tests

Table 6: Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.226 <sup>a</sup>	.051	.048	1.799254	.051	17.420	1	324	.000	1.691

a. Predictors: (Constant), total\_x1

b. Dependent Variable: total\_y

It can be seen from table 6 that the result of the multi-collinearity is  $VIF = \frac{1}{1-R^2} = \frac{1}{1-0.051} = 1.053$ ; because the value of  $VIF < 10$ , we can conclude that there is no multi-collinearity. As for the autocorrelation test, the result shows that DW-Stat 1.691; therefore, the value is not within the range of  $-2 < DW < +2$ , which means there is no autocorrelation.

The next step of the analysis is the discussion of the statistical analysis

1. Simple Regression: Table 7 shows the regression estimation, which is:

**Table 7: Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	4.134	.786		5.263	.000	2.589	5.680					
total_x1	.114	.027	.226	4.174	.000	.060	.168	.226	.226	.226	1.000	1.000

a. Dependent

Variable: total\_y

From the table, the regression equation that we can obtain is:

$$Y = 4.134 + 0.114x$$

- Determinant coefficient: based on table 6, the value of KD is 0.051. This means that the social media variable can only explain the variable of pure interest only for 5.1%, whereas 94.9% are explained by variables that are not included in the model. That also means that the independent variable included in this model is not strong enough to predict the dependent variable. This is possibly caused by the fact that this model just considers the most popular trend among students, and it does not include other factors as the dependent variables.
- The hypothesis test using F simultaneity test (F test). Based on the following table 8, the value of Sig. F that we obtain is 0.000, which is smaller than the Alpha value 0.05; moreover, the value of  $F_{\text{calculation}}$  is 17.420, which indicates that  $H_0$  is rejected and  $H_1$  is accepted. Therefore, we can conclude that the social media variable plays a role in the students' interest in writing.

**Table 8: ANOVA<sup>b</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	56.394	1	56.394	17.420	.000 <sup>a</sup>
Residual	1048.890	324	3.237		
Total	1105.283	325			

a. Predictors: (Constant), total\_x1

b. Dependent Variable: total\_y

4. In the next analysis we separate the independent variable (X) in 4 different items, that is, Collaborative project, Blog, Content, and social network sites. The value of the determinant collaborative coefficient is 0.4%, blog (1.9%), content (2.9%), social network sites (3.6%). From the four items, the most frequently used social media by students to write papers is social network sites (3.6%). This can be seen in the following table 9.

**Table 9:** Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.190 <sup>a</sup>	.036	.033	1.813509	.036	12.073	1	324	.001	1.670

- a. Predictors: (Constant), x\_social
- b. Dependent Variable: total\_y

The KD value the X social network sites is 0.036, which means 36% out of 5.1% is explained by this item in the independent variable.

## Conclusions

Based on the research finding and discussion, thus it can be concluded that:

- The social media variable based on the simultaneity test (the F test) significantly influences the variable of interest in writing.
- Social media influences the writing interest for 4.8% whereas the other 94.9% are explained by other factors outside this research model.
- If the dependent variable (X) is divided into four items, that is: Collaborative project, Blog, Content, Social Network Sites, then from the division we can obtain the result that shows that social network sites give the biggest contribution in influencing the students' interest in writing papers with 0.036 value, which means 3.6% of 5.1% is explained by this item in the independent variable.

In general, we can conclude that social media plays a significant role in creating students interest to write a paper.

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