**THE INFLUENCE OF SOCIAL MEDIA USE AS A LEARNING RESOURCE ON LEARNING OUTCOMES IN ECONOMICS SUBJECTS OF GRADE X STUDENTS AT STATE SENIOR HIGH SCHOOL 1 SIANTAR**

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**Abstract**

This research is a descriptive study aimed at determining the influence of using social media as a learning resource on the economics learning outcomes of grade X students at SMA Negeri 1 Siantar. This approach was used to describe the relationship between existing variables without any manipulation or direct intervention. The instrument used was a questionnaire consisting of 25 statement items, of which 20 were declared valid (rcount > rtable 0.333) and reliable with a Cronbach's Alpha value of 0.754. The data normality test using the chi-square test showed that the data were normally distributed. The simple linear regression analysis resulted in the equation Y = 46.975 + 0.491X, indicating a positive relationship between social media and learning outcomes. Hypothesis testing using the t-test showed that tcount (4.883) > ttable (1.663), indicating a significant influence. The coefficient of determination (R²) was 0.2209, which means that the contribution of social media use to learning outcomes was 22.09%, while the remaining 77.91% was influenced by other factors not examined in this study. Thus, the use of social media as a learning resource provides a positive and significant contribution to students' learning outcomes.

**Keywords: *social media, learning resources, learning outcomes***

**INTRODUCTION**

Education is a key pillar in developing quality human resources. More than simply a process of transferring knowledge, education plays a role in shaping character, values, and skills relevant to the demands of social life and the changing times. Rapid changes in the era of globalization, particularly in the field of information and communication technology (ICT), have significantly impacted the education system, including the methods, strategies, and learning media used. One important indicator in assessing the success of the educational process is learning outcomes. Learning outcomes reflect the extent to which students are able to understand, master, and apply the learning material presented. According to Putri & Subarno (2024), learning outcomes are the product of the interaction between individual learning activities and the learning process implemented by educators. These outcomes are not only measured cognitively but can also be concretely expressed through academic grades as recorded on report cards.

However, the reality on the ground shows that learning outcomes do not always meet expectations. Based on data from the odd-numbered Final Semester Exam (UAS) for the 2024/2025 academic year in Economics at SMA Negeri 1 Siantar, it was found that out of 344 grade X students, only 91 students (26.45%) were able to achieve the Learning Objective Achievement Criteria (KKTP) of ≥ 70. Meanwhile, 253 students (73.55%) had not achieved this standard. This condition indicates a gap between learning targets and actual achievement in the field. Even in some classes, such as X-5 and X-6, the completion rate reached 0%, which means all students must take remedial programs. The high number of students who have not yet achieved the KKTP (Qualifying Minimum Competency) indicates that learning, particularly in Economics, is not yet taking place effectively. These low learning outcomes can be caused by various factors, both internal factors such as motivation and interest in learning, and external factors such as the teaching methods used by teachers, the availability of learning media, and the use of technology in the teaching and learning process. Field evidence shows that the learning strategies used still tend to be conventional, teacher-centered, and minimally utilize learning media that is engaging or contextual to students' lives. To address these challenges, innovations in learning are needed that can increase active student engagement. One approach that can be optimized is utilizing social media as a learning resource. Social media has great potential to provide broad, interactive access to information that can be accessed anytime and anywhere. Among various social media platforms, YouTube is one of the most popular among students because it offers engaging, varied, and relevant audio-visual content to meet learning needs.

The use of YouTube in economics learning, when properly directed, can help students understand abstract concepts through visualizations, illustrations, and real-world examples. This aligns with the principles of contextual learning, where subject matter is connected to real-world situations to enhance relevance and student understanding. Previous research (Mahendra, 2021; Sri Muliyani, 2016) also shows that social media, particularly YouTube, has a positive influence on improving student learning outcomes and motivation. However, the use of social media as a learning resource at SMA Negeri 1 Siantar is not yet optimal. Based on researchers' observations, the opportunity teachers give students to use smartphones to search for information is often misused to access entertainment content irrelevant to learning. This situation highlights the challenge of directing social media use so that it truly supports academic goals, rather than becoming a distraction. Therefore, research is needed to examine the influence of social media use as a learning resource on student learning outcomes, particularly in Economics. This research is expected to provide an empirical overview of the extent to which social media, particularly YouTube, can be an effective instrument for improving the learning outcomes of 10th-grade students at SMA Negeri 1 Siantar. With these research results, it is hoped that schools, teachers, and students can utilize social media in a more targeted and productive manner, thus making learning more interactive, contextual, and effective.

**LITERATURE REVIEW**

**Social media**

Social media is an online platform that enables interaction, communication, and information sharing without the constraints of time and space. Its characteristics include active user participation, openness, two-way communication, community building, and broad connectivity. Types include blogs, social networks (Facebook, Twitter), social media sharing (YouTube, Instagram, TikTok), and messaging apps (WhatsApp).

**YouTube as a Learning Resource**

YouTube provides flexible audio-visual content that can be accessed anytime, supports interactive learning, and motivates students. Benefits include ease of understanding, engaging presentation, flexibility of time, and introduction to technology. Its advantages include being free, informative, interactive, and easily shareable; while disadvantages include internet dependency, the presence of negative content, intrusive ads, and video lengths that don't always correspond to class hours. Indicators of effectiveness include source reliability, appeal, ease of understanding, relevance, content availability, and duration.

**Learning outcomes**

Learning outcomes include changes in cognitive, affective, and psychomotor aspects after learning. Influencing factors are divided into internal (interest, motivation, talent, health, study habits) and external (family support, school environment, and peers). Indicators of success include at least 75% student understanding, active participation, and relevance of the material.

**METHOD**

This study uses a quantitative descriptive approach that aims to describe the relationship between the use of YouTube social media as a learning resource with student learning outcomes without manipulating variables. The study was conducted at SMA Negeri 1 Siantar, Jalan Mahoni Raya No. 4, Siantar District, Simalungun Regency, North Sumatra. The study population included all 344 students of class X (X-1 to X-10), while 86 students or 25% of the population were selected as samples using a proportional stratified random sampling technique so that each class was represented proportionally. The independent variable (X) in this study is the use of YouTube as a learning resource, which is measured through six indicators: trustworthiness, attractiveness, ease of understanding, material relevance, content availability, and broadcast duration. The dependent variable (Y) is the cognitive domain learning outcomes obtained from the Final Semester Exam (UAS) scores for the Economics subject in the even semester of the 2024/2025 academic year. Research data were collected using three techniques: observation to directly observe the use of social media in learning, documentation to obtain UAS scores and student lists, and a questionnaire with a five-point Likert scale to measure the level of YouTube use as a learning resource.

**RESULTS AND DISCUSSION**

**Data analysis**

1. Data Normality Test

A normality test is performed to determine the normality of data distribution. In this study, the chi-square test was used to test for normality. The test criterion is that the data is normally distributed if the calculated chi-square is less than the chi-square r table.

Social Media Normality Test (X)

The normality test was conducted in this study using the chi-square test. Based on Appendix 6, the results of the normality test for the sample using the initial data can be seen in the following table:

Table 1

Social Media Data Normality

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variables |  | X 2 count | X 2 table | Information |
| Social media |  | 24.47 | 30,143 | Normal |

(Source: Data Processed by Researchers, 2025)

The results of the normality test indicate that the Social Media value has normally distributed data. The normality test shows the calculated X2 value = 24.47 and the X2 table value = 30.143 with a 5% level so that the calculated X2 < X2 table. The manual calculation of X normality can be seen in Appendix 7.

Table 2

Cumulative frequency distribution list of Social Media questionnaire data (X)

|  |  |  |  |
| --- | --- | --- | --- |
| **AMOUNT** | **FO** | **Faculty of Law** | **Fkum%** |
| 60 | 1 | 1 | 1 |
| 62 | 3 | 4 | 5 |
| 63 | 2 | 6 | 7 |
| 65 | 4 | 10 | 12 |
| **AMOUNT** | **FO** | **Faculty of Law** | **Fkum%** |
| 66 | 4 | 14 | 16 |
| 67 | 3 | 17 | 20 |
| 68 | 3 | 20 | 23 |
| 69 | 8 | 28 | 33 |
| 70 | 8 | 36 | 42 |
| 71 | 9 | 45 | 52 |
| 72 | 6 | 51 | 59 |
| 73 | 5 | 56 | 65 |
| 74 | 9 | 65 | 76 |
| 75 | 3 | 68 | 79 |
| 76 | 5 | 73 | 85 |
| 77 | 5 | 78 | 91 |
| 79 | 3 | 81 | 94 |
| 80 | 4 | 85 | 99 |
| 81 | 1 | 86 | 100 |

(Source: Data Processed by Researchers, 2025)

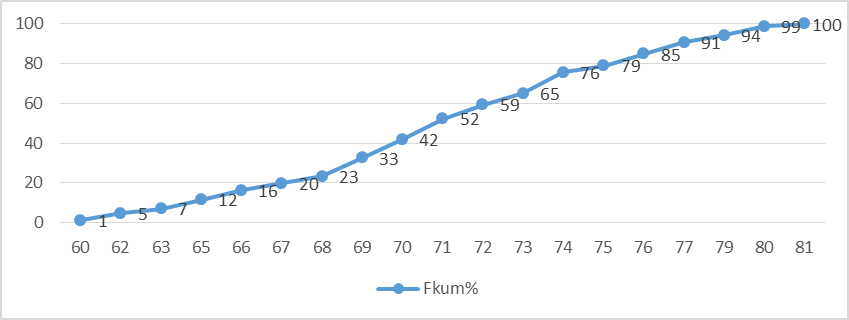


Figure 1.

Normal Distribution Curve of Social Media Questionnaire Data

(Source: Data Processed by Researchers, 2025)

Normality Test of Learning Outcome Test

The normality test was conducted in this study using the chi-square test. The results of the normality test for the sample using the initial data can be seen in the following table:

Table 3.

Normality of Learning Outcome Tests

|  |  |  |  |
| --- | --- | --- | --- |
| Variables | X 2 count | X 2 table | Information |
| Learning outcomes | 24,697 | 31,410 | Normal |

(Source: Data Processed by Researchers, 2025)

The results of the normality test indicate that the learning outcome test has normally distributed data. The normality test shows the calculated X2 value = 24.697 and the X2 table value = 31.410 with a 5% level so that the calculated X2 < X2 table. The manual calculation of Y normality can be seen in Appendix 10.

Table 4.

Cumulative frequency distribution list of learning outcome tests

|  |  |  |  |
| --- | --- | --- | --- |
| **AMOUNT** | **FO** | **Faculty of Law** | **Fkum%** |
| 72 | 1 | 1 | 1.16 |
| 73 | 3 | 4 | 4.65 |
| 74 | 3 | 7 | 8.14 |
| 75 | 2 | 9 | 10.47 |
| 76 | 1 | 10 | 11.63 |
| 77 | 7 | 17 | 19.77 |
| 78 | 4 | 21 | 24.42 |
| 79 | 5 | 26 | 30.23 |
| 80 | 5 | 31 | 36.05 |
| 81 | 8 | 39 | 45.35 |
| 82 | 7 | 46 | 53.49 |
| 83 | 7 | 53 | 61.63 |
| 84 | 4 | 57 | 66.28 |
| 85 | 8 | 65 | 75.58 |
| 86 | 4 | 69 | 80.23 |
| 87 | 4 | 73 | 84.88 |
| 88 | 6 | 79 | 91.86 |
| 89 | 5 | 84 | 97.67 |
| 92 | 1 | 85 | 98.84 |
| 99 | 1 | 86 | 100.00 |

(Source: Data Processed by Researchers, 2025)

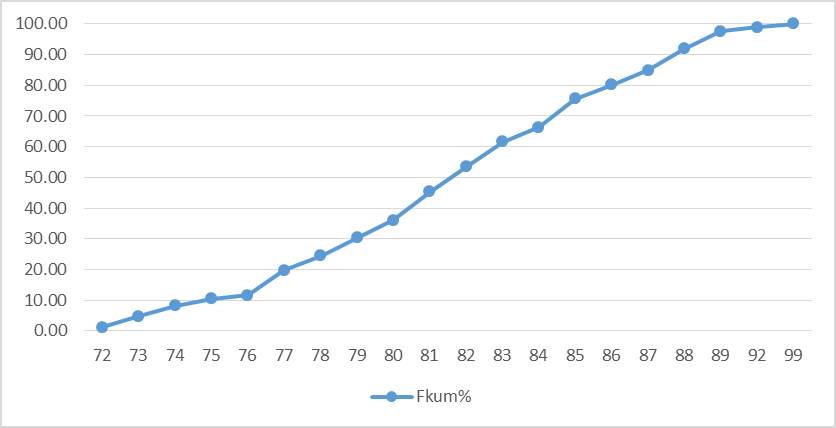


Figure 4.2

Normal Distribution Curve of Learning Outcome Test

(Source: Data Processed by Researchers, 2025)

Hypothesis Testing

Hypothesis testing was carried out using the statistical formulas presented in the previous chapter, and the following results were obtained:

**Simple Linear Regression Test**

The influence of social media on students' economic learning outcomes is described by the regression equation Y = a + bX where a and b can be calculated using the following formula:

a =

a =

a =

a =

a =

a = 46.975

b =

b =

b =

b =

b =0.491

From the results of the calculations a and b, the following regression equation can be written: Y = 46.975 + 0.491 X

Thus the simple linear regression equation regarding Social Media on the learning outcomes of Economics of class X students at SMA Negeri 1 Siantar. This means that if social media has the lowest score of 60 then the estimated student learning outcome score is Y = 46.975 + 0.491 (60) = 76.435 and if the highest score is 81 then the estimated student learning outcome is Y = 46.975 + 0.491 (81) = 86.746 meaning that if social media is higher then the learning outcome is higher. Other scores can be calculated in the same way for each given X score.

**t-test (Partial)**

The t-test is used to test whether there is a relationship between the independent and dependent variables. The t-test in this study is also conducted to determine whether the hypothesis used is accepted or rejected, with a confidence level of 95% or ∝ = 5%. Then, we look at the t-table N = 84 with a significance level of 0.05 obtained r-table value of 1.663. To determine whether the independent variable partially affects the dependent variable, the following t-test is conducted:

The Use of Social Media (X1) on Learning Outcomes (Y)

r xy=

r xy=

r xy=

r xy=

r xy=

r xy=

r xy = 0.47

So the calculation is as follows:

From the calculation results above, it is known that t count is 4.883 and t table is 1.663. So t count > t table, meaning that Ho is rejected and Ha is accepted. It can be concluded that social media (X) has a significant influence on learning outcomes (Y).

**Coefficient of Determination Test**

The coefficient of determination test was used to measure the extent to which social media as a learning resource influences the economics learning outcomes of 10th-grade students at SMA NEGERI 1 SIANTAR. To measure the percentage value, the coefficient of determination test was conducted as follows:

Kd = r^(2 )x 100 %

The contribution of social media to student learning outcomes obtained data r = 0.47 then r2 = 0.2209 so that Kd = 0.2209 x 100% = 22.09%. Thus, the influence of social media on student learning outcomes is 22.09% and the remaining 77.91% is influenced by other factors that have been involved.

**RESEARCH DISCUSSION**

Based on the data analysis that has been done, the research process shows the research findings. From the description of the research data, the following data was obtained: It is known that the social media questionnaire instrument as a learning resource has gone through validity and reliability tests with adequate results. Of the 25 statement items compiled, 20 statement items were declared valid because they had a calculated r value greater than r table of 0.333 at a significance level of 5%, while the other 5 items were invalid and were not used in further analysis. The reliability test produced a Cronbach Alpha value of 0.754, which is above the minimum limit of 0.6, so the instrument was declared reliable and suitable for use in research. The normality test for social media data and learning outcomes using the chi-square test shows that both variables are normally distributed, because the calculated X² value is smaller than the X² table (for social media calculated X² = 24.47 < X² table = 30.143 and for learning outcomes calculated X² = 24.697 < X² table = 31.410). Furthermore, based on the results of a simple linear regression analysis, the equation Y = 46.975 + 0.491X is obtained, which indicates that every one unit increase in the social media variable will increase student learning outcomes by 0.491. Hypothesis testing using the t-test shows that the calculated t of 4.883 is greater than the t-table of 1.663, so that H₀ is rejected and H₁ is accepted, which means that there is a significant influence between the use of social media on the economic learning outcomes of class X students at SMA Negeri 1 Siantar.

The results of the calculation of the coefficient of determination obtained an r² value of 0.2209 or 22.09%, which shows that the contribution of social media use to learning outcomes is 22.09%, while the remaining 77.91% is influenced by other factors not examined in this study.

Thus, social media has been proven to provide a positive and significant contribution to student learning outcomes, although there are still other factors that influence students' overall academic achievement.

**CONCLUSION**

Based on the research results as described in Chapter IV, the conclusions that can be put forward in this research are as follows:

1. There is a significant influence between Social Media on Economic Learning Outcomes. This can be seen from the results of partial calculations (t-test) on Social Media (X) carried out using Excel, which shows a calculated t value > t table (4.883 > 1.663).

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