

Social Media and Intensity of Watching Television Drama Influence on Achievement of Students.

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Abstract:

Social media has been taken very big role in the growth of adolescents who are studying in high school level. Mostly the internet users have social media accounts to keep in touch with their old friends or to catch up the newest topics. As well as the television drama that aired in the hours of students learning and doing their homework at home. This causes the students do not study but watching the drama series instead. The aims of this study are to get: the influence of the social media use on achievement of students; the influence of the watching television drama intensity on achievement of students; and the influence both of social media use and the watching television drama intensity on achievement of students. This study was quantitative research using ex post facto method. The data were collected by questionnaire and documentation. Data analysis used single and multi-linear regression. The result showed that there was significance influence between the used of social media towards the achievement of the students, there was significance influence between the intensity of watching television drama towards the achievement of the students, there was significance influence between the social media use and the intensity of watching television drama towards the achievement of students. Out of the two independent variables, the use of social media is a variable that contributes more influence to achievement of students.

Keywords: Social Media, Television Drama, Achievement, Statistic

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Introduction

Internet is a way to access a website. Website provides a lot of information in the form of text, images, video, and so on. In 2014, Indonesia Ministry of Communication and Information showed a chart that internet users in Indonesia are mostly educated at high school level with a percentage of 64.70%, followed by Bachelor degree of 16.90%, junior high school level of 9.70%, Academy / D1 / D2 / D3 / D4 / Vocational level of 6.80%, Elementary school level equal to 1.20%, Postgraduate level of 0.40% And uneducated by 0.40% (Kemenkominfo, 2014). Social media has the highest number of active users in high school students. One of the motivations of children and teenagers accessing the internet is to connect with their friends through social media. The existence of social media is basically not much different from the existence and workings using computers. Three forms of social life, such as recognition, communication, and cooperation can be analogous to the computer works, also form a system as there is a system between individuals or communities (Permahani, 2016: 10). The main character of social networking sites is that each user forms a network of friends, both to users who already know and are likely to meet in the real world (offline) and form a new network of friends. This proves that most children and adolescents use the internet only to access social media.

Not only social media is increasingly interesting, television is also not less amusing. Whether the program is good quality or not, television shows can be seen from the rating of the event. Rating of television show impressions that occupy the top five positions are international drama and Indonesian drama (sinetron). Several factors that can cause these exciting impressions are the vast number of captivating cast, the storyline is intriguing, and there are interactive quizzes that reward the audiences. It is proved by soap opera *Street Children* who ranked first in the Top Ten TVR (Television Viewer Rating) Indonesia Television Event by Ria (2016). The importance of rating for a television drama is stated by Morissan (2011: 379) that the rating becomes very important for managers of commercial broadcasting stations. Company or rating agency, providing services to the broadcasting station by issuing regular reports on what programs are superior and what programs are left by the audiences. Ratings are important because advertisers are always looking for broadcast stations or broadcast programs that are most watched or heard by people. The problem that often arises is the number of television dramas that appeal to students which aired during the study time. This causes the students ignore about their study, even some of them are neglecting it.

Social media and television drama can be enjoyed all of the communities, one of them is students in Vocational High School (SMK) Batik 1 Surakarta in Computer and Network Engineering (TKJ) program. The school has made regulations to not bring the smartphone into the school environment, but in fact there are still many students who bring their smartphones into the class. However for TKJ's skill program, students are allowed to bring laptops into the school environment to support learning activity. Laptops that should be used for browsing learning materials, searching for information about the world of computer networks and reinforcing textbooks from schools, but many students still use laptops in the classroom just to play games, download movies and watch movies in class during school. This kind of act is feared will disrupt the learning process in the classroom.

The aims of this study are (1) to gain influence of the use of social media on students achievement, (2) gain influence of watching television drama intensity on students achievement, (3) gain influence of social media use and intensity of drama watching together on students learning achievement. This study is expected to be useful for students to use social media and watch television dramas in positive terms. And also for teachers and parents are expected to supervise more on their children in using social media and watching television dramas.

Method

According to Sugiyono (2014: 26), quantitative research method consisted of survey method, ex post facto, experiment, evaluation, action research and policy research. This study used quantitative with ex post facto method because the researcher did not control the independent variable, because the variable was basically could not be manipulated and the conclusion about the relationship between the variables were done without intervention. The purpose of this method was to determine the effect of social media use and the intensity of watching television dramas individually or in groups to the students achievement. The research was conducted in vocational high school in Surakarta. The population in this study amounted to 100 students. The sample used refers to the Isaac and Michael tables to obtain a sample of

78 students. The data collection technique was used in the form of questionnaire instruments and documentation. Data analysis techniques in this study were consisted of: (1) description of data, (2) prerequisite test: (a) normality test (b) linearity test, and (3) hypothesis testing using single regression analysis and multiple linear regression 2 predictors.

Result and Discussion

The data showed in the description of research results that aims to provide a general overview of the spread data that obtained from questionnaire, then presented in the form of raw data and processed using statistical description. Description of data from this study consisted of the distribution of frequency, mean, standard deviation, mode, median, maximum score, and minimum score with histogram.

The result of independent variable of social media use was obtained through questionnaire instrument with total of 23 point statement that has minimum score is 46 and maximum score is 90. Mean (M) 68.91, standard deviation (SD) 10.882, mode (Mo) 64, Median (Me) 68.5, and variance 118.420. The distribution data of social media use showed in Figure 1.

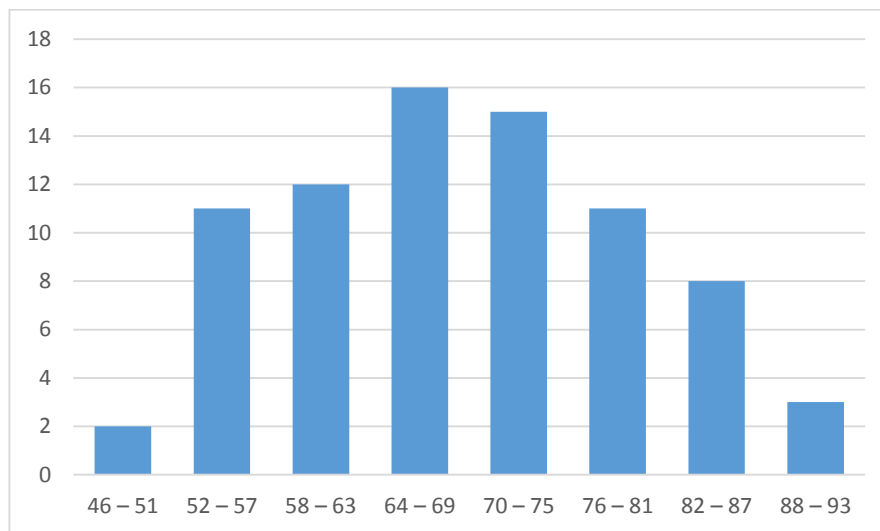


Figure 1. Histogram Social Media Use

The result of independent variables of intensity watching television drama was obtained through questionnaire instrument with the total number of 17 items of statement that has minimum score of 31 and maximum score 65. Mean (M) 52.82, standard deviation (SD) 7.612, mode (Mo) 54, median (Me) 53, and variance 57,941. Then the distribution data of intensity watching television drama presented in Figure 2.

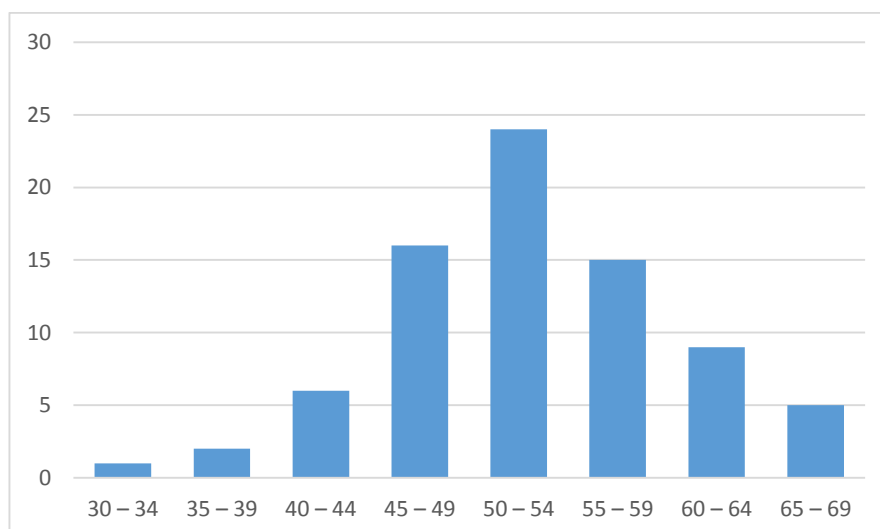


Figure 2. Histogram of Intensity Watching Television Drama

The result of the dependent variable of the students achievement was obtained through the documentation method has a minimum score of 78 and maximum score 94. Mean (M) 82.96, standard deviation (SD) 3,324, mode (Mo) 83, median (Me) 83, and variance 11.05. The distribution data presented in Figure 3.

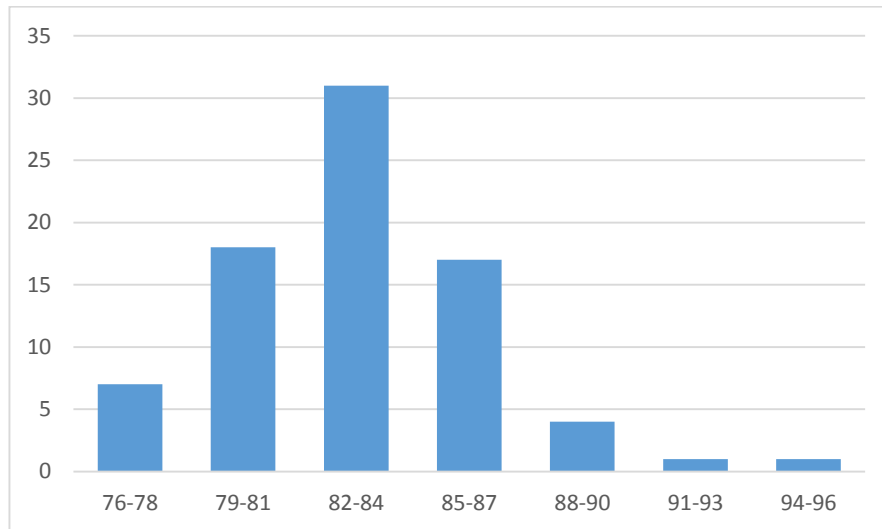


Figure 3. Histogram of Students Achievement

The collected data then processed and analyzed using regression analysis. This analysis objects to find answers to the hypothesis that has been defined.

Prerequisite Test Results

Normality Test

Table 1. Normality Test Result

No.	Variable	Significance
1.	Social Media Use	0.2
2.	Intensity of Watching Television Drama	0.2
3.	Achievement (learning outcome)	0.076

Based on the Table 1 can be showed that the data of each variable is normally distributed because the significance value of the three variables more than 0.05. Therefore the normality test is fulfilled (Ghozali, 2011: 160-165).

Linierity Test

Table 2. Linierity Test Result

No.	Variable	Dev. from Linearity
1.	Social Media Use	0.053
2.	Intensity of Watching Television Drama	0.060

Based on Table 2, it can be said that the data of each independent variable has a linear relationship to the dependent variable because the value of Dev. From Linearity of the two independent variables is more than 0.05. Therefore the linearity test is fulfilled (Sulistyo, 2010: 54-56).

Hypothesis Test Result

First Hypothesis Test

Table 3. First Hypothesis Test Result

Model	Coefficient	r	R ²	Sig. Value
(Constant)	97.285	0.68	0.463	0.0
Social Media Use	-0.208			0.0

Based on the calculation of X_1 -Y regression in the Table 3 can be obtained the regression equation as follows: $Y = 97.285 - 0.208X_1$. If r calculated higher than r table ($0.68 > 0.2227$) and significance lower than 0.05 ($0.0 < 0.05$), it means the initial hypothesis which states "There is a significant influence between the social media use with students achievement" is acceptable (Sugiyono, 2014: 261).

Second Hypothesis Test

Table 4. Second Hypothesis Test Result

Model	Coefficient	r	R ²	Sig. Value
(Constant)	97.649	0.637	0.405	0.0
Intensity of Watching Television Drama	-0.278			0.0

Based on the results of X_2 -Y regression calculation in the Table 4 can be obtained the regression equation as follows: $Y = 97.649 - 0.278X_2$. If r calculated higher than r table ($0.637 > 0.2227$) and significance lower than 0.05 ($0.0 < 0.05$), it means the initial hypothesis which states "There is a significant influence between the intensity of watching television drama with students achievement" is acceptable (Sugiyono, 2014: 261).

Third Hypothesis Test

Table 5. Third Hypothesis Test Result

Model	Coefficient	r	R ²	F	Sig. Value
(Constant)	101.465				0.0
Social Media Use	-0.144	0.747	0.558	47.264	0.0
Intensity of Watching Television Drama	-0.162				0.0

Based on the results of X_1X_2 -Y regression calculation in the Table 5 can be obtained the regression equation as follows: $Y = 101.465 - 0.144X_1 - 0.162X_2$. T If F calculated higher than F table ($47.264 > 3.12$) and significance lower than 0.05 ($0.0 < 0.05$), it means the initial hypothesis which states "There is a significant influence between social media use and the intensity of watching television drama with students achievement" is acceptable (Sugiyono, 2014: 267). The value of R² shows the number of 0.558 means that the total effective contribution of both predictor variables simultaneously is 55.8%, while the rest 44.2% influenced by other variables outside of this study.

Discussion

The Influence of Social Media Use to Students Achievement

The hypothesis test result by using single / simple regression analysis obtained regression coefficient equal to -0,208 and value of significance of 0.000. This suggests that there is a negative and significant influence between the social media use and students achievement. It means, the higher the use of social media, the students achievement will decrease. On the other hand, the lower the use of social media then the students achievement will increase. The use of social media is intended to use a negative impact, for example only for status updates or upload photos that are not related to learning, whereas social media also can be media to learn together for students outside school hours. Therefore, this test is accepting the first hypothesis that there is a significant influence between social media use with students achievement.

The first hypothesis which is proposed in this study supports research from Putri (2016: 51) which suggested that one of the impacts of social media is disrupting adolescent learning. It also mentioned the impact of social media such as prone to crime, fraud, and disrupted family communication. That's all because social media has become an addiction that made teenagers always opening social media every single day.

The Influence of Intensity of Watching Television Drama to Students Achievement

The hypothesis test result by using regression analysis single / simple obtained regression coefficient equal to -0,278 and significance value of 0,000. It means that there is a negative and significant influence between the intensity of watching television dramas with students achievement. Furthermore the higher the intensity of watching television drama then the students achievement will decrease. In contrary, the lower the intensity of watching television dramas then students achievement will increase. The intensity of watching a television drama is intended to be a negative viewing intensity, such as watching television dramas during study hours at home or television dramas that do not carry a positive message, whereas many television dramas carry positive messages or may also download desired dramas from the internet that can be watched outside of study hours. Therefore this test accepted second hypothesis that there is significant influence between intensity of watching television drama with students achievement.

The second hypothesis that proposed in this study supported the research of Riyanto (2015) which showed that there was significant effect of Indonesian television drama titled "Ganteng-ganteng Serigala" for changing the attitude of adolescent in SMA Negeri 2 Bekasi high school. The effect of that television program showed on the change of attitude of adolescent in SMA Negeri 2 Bekasi high school was 32.6% and the rest equal to 67.4% influenced by other variable. The attitude changing that is influenced by television program consisted of three component, they are cognitive component, affective component, and conative component.

The Influence of Social Media Use and Intensity of Watching Television Drama to Students Achievement

The third hypothesis in this study is "There is a significant influence social media use and the intensity of watching television drama with the students achievement". Based on the result of multiple linear regression analysis can be obtained regression coefficient of -0.144 for the use of social media and -0.162 for the intensity of watching television dramas simultaneously and the value of both significance is 0.000. The value of regression coefficient both showed a negative value means there are a negative and significant influence of social media use and the intensity of watching television dramas simultaneously on students achievement. It can be defined that the higher the use of social media and the intensity of watching the drama then the students achievement will decrease. However, the lower the use of social media and the intensity of watching television drama then students achievement will increase. Therefore, this test accepted the third hypothesis that "there is a significant influence between the use of social media and the intensity of watching television drama on students achievement".

The addiction of using social media and watching television drama becomes one of the factors that influence learning outcomes. According to Purwanto (2007: 107) there were two factors that affect learning outcomes: internal and external factors. The addiction of using social media and watching television drama is a factor that comes from within the person (internal) because this habit is a personal desire to take advantage of technology and get entertained. The influence of social media use and the intensity of watching television dramas can be occurred because of the frequent of social media usage (Putri 2016: 49) and could not manage the time wisely including time to study at home (Agustina 2016: 317).

Conclusion and Suggestion

Conclusion

The use of social media has a significant effect on the students achievement. The influence that obtained is the negative effect (counterclockwise). It means the higher the social media use, the lower the students achievement. Contrary, the lower social media use, the higher the students achievement.

The intensity of watching television drama has a significant effect on the students achievement. The influence that found is a negative influence (counterclockwise). It means, the higher the intensity of

watching television drama, the lower the students achievement. On the other hand, the lower the intensity of watching television dramas then the students achievement is higher.

The use of social media and the intensity of watching television dramas simultaneously have significant influence on the students achievement. The influence is a negative (counterclockwise) effect, meaning that the higher the use of social media and the intensity of watching television dramas the lower the students achievement. However, the lower the use of social media and the intensity of watching television dramas then the students achievement become higher.

Suggestion

There are some important thing can be suggested from this study: (1) Students are expected to be more intelligent in dealing with technology development especially in the use of social media and television drama; (2) Students are also expected to take positive terms fm social media and television drama.

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