Social Media Engagement And Self Regulated Learning of University Students

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Abstract

Social media is frequently used among university students for several purposes. Students find that social media as a source of social support for academic purpose. Some researches state that social media can enhance students' interest to engage in academic tasks. On the other hand, frequency of social media engagement is assumed to be related with students' self regulated learning. Students who have long duration in accessing social media will have difficulty in controlling social media use. This current research aims to explore social media engagement among university students and its effect on their self regulated learning. Subjects are 180 psychology students and data were collected using social media engagement questionaire and self regulated learning strategy scale. Results show that most of subjects using social media related to relationship and getting information regarding academic tasks. Refer to the result, students should get more guidance in using social media more for academic tasks.

Keywords : *social media engagement, self regulated learning, university students*

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Introduction

The number of internet using is increasing every year and it is in line with the number of smart phones connected to the internet. Tsai et al., (2009) mentioned that there are around 1.133 billion people using the internet around the world and it become unseparable to people's daily life. Ministry of Communication and Information of Indonesia (Kominfo) states that number of internet users in Indonesia reached more than 120 million people (Kominfo, 2016). Furthermore, internet users in Indonesia mostly access social media such as Facebook and Twitter. Indonesia position regarding social media use is ranked number four after USA, Brazil and India (Kominfo, 2013).

Refer to the social media using, university students are people who access the most of social media. University students is considered to be heavier user of social networking in the internet because freedom from parental monitoring (Walsh, Fielder, Carey & Carey, 2013). University students use internet access including social media as means to communicate, to get information and entertainment (Lepp, Barkley & Karpinski, 2014; Alt, 2015; Lau, 2017; Khan, 2017). However, inability to control the frequency of social media access will lead to negative effect (Alt, 2015). Students are not able to complete academic tasks such as reading learning material, finishing project and even reading for text books. Lau (2017) mentioned that most students use social media in multitasking way. Social media multitasking (SMM) is defined as engagement in more than one task in some period of time such as accessing social media while exploring music websites or finding information in the websites simultaneously (Lau, 2017). Using media multitasking is assumed to influence academic performance of university students (Walsh, Fielder, Carey & Carey, 2013).

Considering academic performance of university students, self regulated learning is regarded as one of the factors that related to succesful academic performance (Kitsantas, Winsler, & Huie 2008; Cazan, 2012; Cho & Cho, 2013). Self regulated learning even regarded as one of important factor for academic success since high school before individu enroll in university level (Zimmerman & Schunk, 2011; Effeney, Carroll & Bahr, 2013). Strategies regarding self regulated learning varies from students and some strategies are considered to be frequently used by students such as self evaluation, organizing and transforming, goal setting and planning, seeking information, keeping records, environmental structuring and seeking social assistance (Effeney, Carroll & Bahr, 2013). Furthermore, Kadioglu, Uzuntiryaki & Aydin (2011) mentioned that some strategies of self regulated learning are motivation regulation, planning, effort regulation, attention focusing, task strategies, using additional resources and self instruction. Refer to seeking information and using additional resources could be activities such as looking for information out of textbooks by accessing information in the internet. In order to reach the goal of getting information out of text book, university students can engage in social media as their strategy of self regulated learning.

Students with higher self regulated learning can limit internet use only for academic purpose such as discussing academic tasks with friends or getting information for learning. To these students, their goals to engage in social media is to get information to complete academic

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tasks. On the contrary, students with lower self regulated learning may engage in social media for non academic purpose. The use of social media that can lower student's academic performance stated by Kirschner & Karpinski (2010). University students who engage often in *Facebook* tend to spend less time for study and cause lower academic achievement (Kirschner & Karpinski, 2010). However, another study about student's social media use conducted by Junco, Heiberger & Loken (2011) describe that students who engage often in social media directed by the teacher tend to have better grades. Using social media in educational settings encourage students more in learning involvement (Junco, Heiberger & Loken, 2011). Thus, study regarding self regulated learning and social media engagement should be addressed in different population. Regarding that purpose, this study aims to explore self regulated learning and social media engagement of university students in Indonesian context.

Method

Participants and Procedures

Participants are students who actively enrolled in Faculty of Psychology Widya Mandala Catholic University Surabaya (N=180). Number of male participants were 37 and female participants were 143. Participants are students in the course of Statistic, Psychology of Learning and Community Psychology. The participants ranged from first year students, second year students and third year students and their age ranged from 18 – 24 years old. The scale and questionaire are given to the participants during class break of the lectures.

Measures and Data Analysis

Data were collected using Self Regulatory Strategic Scale (SRSS) in Bahasa Indonesia adapted from SRSS scale of Kadioglu, Uzuntiryaki & Aydin (2011) with alpha cronbach coefficient 0.887. SRSS scale measured indicators of self regulated learning including motivation regulation, planning, effort regulation, attention focusing, task strategies, using additional resources and self instruction. Social media engagement data were collected using questionaires with question "How much time do you spend on social media everyday?". Regarding this questions six respond categories were applied for participants answers, ranging from 1 = more than 2 hours; 2 = 1 – 2 hours, 3 = 30 minutes – 1 hour; 15 – 30 minutes; 4 = less than 15 minutes; 5 = never access social media. Another questions in this questionaire including "What is your purpose using social media?" and "What site of social media do you often use?". Participants are also asked to report their cumulative Grade Point Average (GPA) regarding to their academic performance. Data

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were analyzed using Statistical Package for Social Sciences (SPSS) for Windows with Spearman Rank Correlation to assess the frequency of social media engagement and self regulated learning. Descriptive statistic were also applied for Cumulative Grade Point Average (GPA), self regulated learning indicators and frequency of social media use.

Result

Result shows that there is no significant correlation between self regulated learning and social media engagement (r=.08, p<.05). Self regulated learning also does not correlate with cumulative Grade Point Average (r=.13, p<.05) among the participants. However, social media engagement is significantly correlated with cumulative Grade Point Average (r=.18, p<.05). Descriptive statistic with mean and standard deviation were M=96.94, SD=11.78 for self regulated learning; M=1.72, SD=1.02 for social media engagement and M=3.15, SD=0.43 for cumulative GPA. Regarding the self regulated learning (SRL) indicators that significant correlation is only found between social media engagement and task strategy whereas there are no significant correlations between social media engagement with motivation regulation (r=-.01, p<.05); planning (r=.04, p<.05); effort regulation (r=.07, p<.05); attention focusing (r=.06, p<.05); additional resources (r=-.04, p<.05) and self instruction (r=.12, p<.05).

Regarding the reasons of using social media, results show that communication with friends (46%) and interacting with new people (31%) are the most common reasons for participants to use social media. Getting information about academic tasks has the lowest rate of response from the participants (1%). Type of social media using by participants are Line (93%) and Instagram (93%). WhatsApp is used by 76% of the participants followed by Youtube with 72% of the participants and Facebook by 48% of the participants.

Discussion

In this study self regulated learning is not correlated with social media engagement among participants. This result shows that students with high self regulated learning may engage in social media as much as students with low self regulated learning. Students with high self regulated learning use social media for academic purpose as one of the SRL strategy such as looking for information for their academic tasks. On the other side, students with low self regulated learning also use social media frequently with other purposes such as connecting with friends or interacting with new people. This finding is supported by Lau (2017) research regarding social media use that social media multitasking (SMM) is very common among university student. It is possible that

both high and low self regulated learning students are social media multitasking and the difference might be only their purpose of social media use. Kirschner & Karpinski (2010) describe that Facebook users and non Facebook users spend the same amount of time in internet access. It can be also represent that both of high and low self regulated learner will also access the internet with the same frequency of time.

Refer to the self regulated learning indicators, task strategy is correlated with social media engagement. Task strategy is defined as strategy used by students to finish academic tasks (Kadioglu, Uzuntiryaki & Aydin, 2011). Accessing social media can be one of the strategy for students to complete academic tasks. They can communicate with friends to get information as solution for academic problems. This finding is supported by Kirschner & Karpinski (2010) that most of the participants who enroll in Midwestern University claimed for academic purpose as the major reason to access social media.

Result of this study also shows that there is a significant correlation between social media engagement and cumulative Grade Point Average (GPA). This finding is in line with research done by Kirschner & Karpinski (2010) mentioned that university students who engage more time in social media has lower academic achievement. It can be explained that students with lower grades tend to access social media with non academic purpose. This finding is also supported Walsh, Fielder, Carey & Carey (2013) state that social media multitasking can influence student's academic performance. Descriptive statistic in this study show that getting information for academic tasks is the lowest respond of the participant. This can be an explanation why students who engage often in social media prefer to use social media for non academic purpose.

There are some limitation of this study and it can be considered for future research in the area of social media. First, social media engagement measuring tools should be improved to get precisely response from the participants. Scales or behaviour checklist can be considered as tools for assesing social media engagement variable. Second, demographic data such as gender, age and distance of living place should be considered as variables when analyzing the data. Future research also can broaden number of participants and compare participants from different Faculty to enrich the findings.

Conclusion

Findings in this study describe that significant correlation is found between social media engagement and cumulative Grade Point Average (GPA). Students with ability to control social

media use tend to have better academic performance than students who access social media frequently. Result also shows that there is no significant correlation between self regulated learning and social media engagement. It can be concluded that there is no difference of social media engagement between students with high and low self regulated learning. Furthermore, self regulated learning does not correlate with academic performance of the participants. Limitation of this study such as social media engagement measurement tools and demographic data to explore the relationship among variables should be considered for future research. Regarding to the findings in this study, the university should conduct programs that can improve students social media skill in order to be more focus on academic tasks while using social media. Workshop or group learning combined with practical learning material can be used to teach university students to have social media skill in which enhance their academic performance.

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Declaration of Interest

The authors report no conflicts of interest in this work.

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Tables

Table 1. Mean, standar deviation and correlation of SRL, SME and cumulative GPA (N=180)

	Mean	SD	SRL	SME	GPA
Self regulated learning (SRL)	96.94	11.78	---	0.08	0.13
Social media engagement (SME)	1.72	1.02	0.08	---	-0.18*
Cumulative GPA	3.15	0.43	0.13	-0.18*	---

* Correlation is significant at the 0.05 level (2-tailed)

Table 2. Mean, standar deviation and correlation of between SME and SRL indicators (N=180)

Self Regulated Learning (SRL) Indicators	Social Media Engagement (SME)
Motivation regulation	-0.01
Planning	0.04
Effort regulation	0.07
Attention focusing	0.06
Task strategy	0.15*
Additional resources	-0.04
Self instruction	0.12

* Correlation is significant at the 0.05 level (2-tailed)

Table 3. Reasons using social media (N=180)

Reason using social media	Number of participants*	Percentage
Communication with friends	83	46%
Finding and interacting with new people	55	31%
Sharing ideas and discussion	22	12%
Status updates	13	7%

Getting information about other individu	4	2%
Getting information for academic tasks	2	1%

*Participants respond more than one category

Table 4. Social media used by participants (N=180)

Social Media	Number of participants*	Percentage
Facebook	87	48%
Instagram	167	93%
Twitter	40	22%
Path	27	15%
Whatsapp	137	76%
Line	175	97%
Blog	15	8%
Youtube	130	72%

*Participants respond more than one category

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