The Effect of Social Media on EFL Students' Motivation in Learning English at UM Bulukumba

Ulfa Damayanti
Master of English education, Universitas Muhammadiyah Makassar, Makassar, Indonesia

A B S T R A K

This study examines the effect of social media on EFL students' motivation in learning English. The purpose of this research is to find out the influence of social media on the students' motivation to learn English. Social media, as used by the researcher, is YouTube, WhatsApp, and TikTok. Research methods used in this research are a descriptive research method with a quantitative approach, with data collection techniques using a closed questionnaire with a Google form. The number of samples in this study was 20 students in class 18. A member of the Department of English Education at Muhammadiyah University of Bulukumba. Data collection in this study uses 3 instruments, namely questionnaires, interviews, and documentation. The results showed that the agree option has a percentage value of 42% and the option strongly agrees 20%. This percentage value is in the 41-60 level in the moderately influential category, and it can be defined that most English education students class 18. At the Muhammadiyah University of Bulukumba use social media, one of which is to learn English and to increase their motivation in learning. For the Neutral option, the percentage is quite high, namely 30% and is in the 21-40 category, which is less influential, and it can be said that using social media for a certain time and activity can reduce students' motivation to learn English using social media. Meanwhile, the disagre value is 6% and strongly disaggregated 2% is in the 0-20% category, which is not influential. It can be concluded that social media, in this case, YouTube, WhatsApp, and TikTok, has an Effect on students' motivation in learning.

*Keywords***:**
social media, motivation, EFL learning, digital learning, English education

1. INTRODUCTION

Globalization is a process of international integration that occurs due to the exchange of world views, products, ideas, and cultural aspects. Globalization is defined as a process that produces a single world. Even in the current era of globalization, there are many positive and negative impacts, in other words globalization can be said to be hopeful and can also be said to be a big danger. The visible impact of globalization is that technology is increasingly sophisticated, everything that is needed is easily obtained. For example, mobile phones that are easily obtained with guaranteed quality and affordable prices, even every day there are always changes and additions to the latest versions. Developments in this era of globalization have skyrocketed with many of the latest technological innovations. With so many social media that have sprung up with different versions and functions. So that makes people now curious and want to try using various kinds of social media (internet). The internet is not only used as a medium of interaction and communication but also as a promotional medium to offer a product and display current trends that are developing. One part of the internet is social media.

Social media is part of digital media (Mayfield, 2008). The form can be in the form of social networks (eg Tiktok), blogs, wikis, podcasts, forums, content-based media (eg YouTube), instant messaging platforms (e.g., WhatsApp) and microblogs. In this study, the researcher focuses specifically on three social media platforms, namely YouTube, TikTok, and WhatsApp. Social media is a means to interact, communicate, and share with each other using the help of the internet. Social media is a group of Internet-based applications built on the ideological and technological foundations of Web 2.0 that allow the creation of user-generated content (Andreas M, 2010). Social media is not only used as a tool to communicate and interact, but also as a means of self-expression and self-branding (Andreas M, 2010). Along with advances in technology, there are many media that can be used by humans to be used as tools in communicating, as well as social media including sharing

messages with many users of social media itself, namely in the form of news (information), images (photos), and also links videos.

Social media is also a forum that is able to create various forms of communication and provide various kinds of information for all circles of society. With social media, every individual can communicate and share information with all circles of society. According to Darma et al (2009:223) as well as in the real world, establishing friendly relations can also be done in cyberspace (internet). The difference is, we cannot meet face to face to shake hands and ask what his name is. On the internet, we can get acquainted with anyone, anytime, from different ethnic backgrounds, even between countries with different languages. Of course, as in the real world, ethics when inviting acquaintances must be maintained. Even though the invitees are old friends, we shouldn't force other people to be our friends. The process for establishing relationships in such a virtual world (internet), is often called social networking.

Until now, there are many sites that provide specifically for establishing relationships in cyberspace. Among the social networking sites that are quite phenomenal and most often heard by us are friendster, facebook, and multiply. Although the core purpose is the same, each site has different features. There are special ones to make friends, just to get friendship with more interactive and revealing memories with old friends, or more highlight communication and interaction with friends through blogs. Students are the group that looks more vulnerable to dependence on the internet compared to other community groups because students are in the phase of emerging adulthood, which is a transition period from late teens are heading to young adults and are experiencing dynamics psychological. In this phase, students are in the process of forming their own identity, trying to live more independently by breaking away from domination or parental effect. Emerging adulthood also has a different character unstable, such as interpersonal relationships, management of the necessities of life, emotional and cognitive development. When the individual has difficulty in its development, then to overcome this use the internet become more important than what others do to generally, because online activities can expand and strengthen networks their social.

Academic grades show student Motivation in a university institution, while motivation in learning is one indicator of the degree of changes in student behavior. Self-Determination Theory (SDT) by Deci and Ryan (1985) classifies motivation along a continuum, ranging from intrinsic motivation (performing an activity for the inherent satisfaction or interest, such as genuinely enjoying the process of learning English) to extrinsic motivation (performing an activity to attain a separable outcome, such as aiming for high grades or avoiding failure). The quality of learning strongly depends on the dominant type of motivation present. The result of an act of learning interaction Teaching is usually indicated by test scores given by the lecturer. Based on the description above, it can be concluded that the learning outcomes is the result obtained by students after the learning process occurs which is indicated by test scores on the subject matter. According to a survey conducted by the Service Providers Association Indonesian Internet (APJII) The number of Indonesian internet users continues to grow from year to year until the second quarter of 2020, the number of Indonesian internet users is 196.7 million people or 73.7% of Indonesia's total population of 266.9 million based on BPS data (APJII, 2021).

While the survey based on the most occupations using the internet are students, where the percentage number is as much as 89.7% while the types of internet content that are often accessed are social media as much as 97.4%, equivalent to 129.2 million people. From data It can be seen that the most social media users are student. At the beginning of 2011 Indonesia was included in 3 user countries The world's largest Facebook, with

32,129,460 users. The position is below The first order of makers is the United States which has 146,805,000 user. This means that Indonesia passes the UK which was previously at the top Indonesia with 28,661,600 users. Students are individuals who are easily effectd by both the environment and the people around them, even a student's obligation can also be affected by various surrounding environments. The author tries to research about student motivation in learning, because without motivation in learning, students will not carry out their obligations as students. For the author this is very interesting, because a motivation is very important for individuals to do something. Because without motivation an individual will not be able to do anything there is no encouragement or stimulation that moves the individual to do something.

Besides that, the English education department is a major that studies English. So the researcher wants to know whether social media has an effect on students' motivation in learning english. In this context, the social media examined in this study include YouTube, TikTok, and WhatsApp. Based on the explanation above, the researcher conducted a study entitled: " The Effect Of Social Media On Efl Student's Motivation In Learning English At The Seven Semester In English Education Department At Muhammadiyah University Of Bulukumba".

2. METHOD

This study applied a descriptive quantitative design to identify the level of influence social media exerts on students' motivation in learning English. This approach was chosen to describe the phenomenon as it exists and to provide measurable insights into students' perceptions. The population consisted of 191 students from the English Education Department at Muhammadiyah University of Bulukumba. A purposive sampling method was used to select 20 seventh-semester students as participants, representing those with the most consistent exposure to English learning through social media. Three instruments were utilized: Questionnaire – A structured questionnaire comprising 20 items using a Likert scale (Strongly Agree to Strongly Disagree) was distributed via Google Forms. The items were developed based on motivation indicators proposed by Makmun (in Engkoswara, 2010), including duration, frequency, attachment, devotion, ability to face challenges, aim, achievement, and attitude direction. Interview – Open-ended interviews were conducted with two students representing the highest and lowest motivation scores to gain deeper quantitative insights. Documentation – Students' GPA (Grade Point Average) records were examined to identify potential links between motivation and academic performance. The data were analyzed using percentage analysis through Microsoft Excel. The results were categorized based on Raden's (2013) classification: 0–20% = Not Influential, 21–40% = Less Influential, 41–60% = Moderately Influential, 61–80% = Influential, 81–100% = Very Influential.

3. RESULT AND DISCUSSION

Result

The question is about the effect of social media on EFL students' motivation in learning english. This research question will be answered by analyzing data from questionnaires from EFL students use social media and their interview. Researchers used a questionnaire to determine the effect of social media and interviews were used to find out more about the effect of using social media by selecting student representatives with the highest and lowest percentage results. For more details, the data obtained from the results of research that has been carried out at Universitas Muhammadiyah Bulukumba are as follows:.

Tabel 1. Percentage of the Final Result

No	Indicators	SA	A	N	D	SDA	Statement
1	Duration	20%	50%	20%	10%	0%	Moderately Influential
2	Frequency of activities	30%	35%	30%	0%	5%	Less Influential
3	Attachment	15%	48%	23%	13%	0%	Moderately Influential
4	Devotion, dedication and sacrifice	27%	28%	27%	15%	3%	Less Influential
5	Ability to face challenges	10%	40%	43%	3%	5%	Moderately Influential
6	Aim	28%	46%	22%	2%	2%	Moderately Influential
7	Achievement	15%	47%	33%	3%	2%	Moderately Influential
8	Attitude direction	13%	43%	40%	3%	3%	Moderately Influential

1. Duration

The duration of the activity is how long the time is used to carry out the activity. in this case the researcher wants to know how long the duration of time used by each student in using or accessing their respective social media. There are several different answers from the sample related to the duration of time, based on the results of the study it shows that 20% or 4 of 20 students strongly agree that they use social media more than 3-4 hours per day, while 50% or 10 Students who agree and this is the highest percentage of the 5 choices, 20% or 4 students with neutral answers, 10% or 2 students with statements disagreeing and 0% or no students choosing statements strongly disagree, and this states that the time students access social media more than 3-4 hours per day.

2. Frequency of activities

Frequency of activities how often activities in a certain period of time. in this study refers to how long the daily use of social media by the samples or students. Each answer has its own percentage, based on the results of the study showing that 30% or 6 of 20 students strongly agree with the statement that they access social media if they have free time, while 35% or 7 students agree and this is the highest percentage of the 5 choices, 30% or 6 students with neutral answers, 0% or no students who choose the statement disagree and 5% or 1 person who chooses the statement strongly disagree, and this states that the dominant students use their time to access social media by looking at the results of the percentage of research that has been done.

3. Attachment

Persistence of determination and attachment to the goal of the activity. in this case is how interested each student is to increase their motivation to learn English by using social media, how helpful is social

media to help each student in solving the challenges given by the lecturer. The analysis of the questionnaire items addressing the Attachment Indicator revealed a clear and significantly positive correlation between social media use and EFL students' learning habits. The aggregated results across the three key questions demonstrated a strong consensus among the participants, with 48% of responses falling into the 'Agree' category and only 0% recorded in the 'Strongly Disagree' category, confirming that virtually no students dissented from the positive statements. Specifically, the data showed that 75% of students agreed or strongly agreed that social media aids them in completing tasks assigned by lecturers, highlighting the platform's recognized utility as an academic resource. Furthermore, 65% of students affirmed that they actively follow English content creators on social media, reflecting the intentional integration of these platforms into their English learning activities. These findings collectively establish that students possess a high level of positive attachment and engagement with social media as an instrumental tool for supporting their academic requirements and enhancing their language skills.

4. Devotion, dedication and sacrifice

Devotion, dedication and sacrifice of money, energy, mind, even soul and life. In this research, it is more about how much each student sacrifices to be able to access social media in increasing their motivation in learning English even though so much is sacrificed such as money and energy. The analysis of the "Devotion, Dedication, and Sacrifice" indicator explored the extent of students' commitment to accessing social media for English learning. The aggregate results across the three questions indicated a generally high level of dedication, with 28% of responses falling into the 'Agree' category and 27% into 'Strongly Agree', suggesting a dominant positive motivation to stay connected. Specifically, the strongest agreement (45% Strongly Agree) was found in the statement concerning the use of personal cellular data to access social media, confirming that students readily bear the personal cost of connection. Conversely, while 55% of students remained neutral regarding actively seeking out internet access when none is available, the cumulative data where the combined positive responses (Agree and Strongly Agree) significantly outweighed the negative responses (15% Disagree, 3% Strongly Disagree) leads to the conclusion that the average student maintains high motivation and enthusiasm to ensure continuous connection to social media to support their English language knowledge.

5. Abaility to face challenges

Strength, tenacity, and the ability to face obstacles and difficulties to achieve goals. Strength, tenacity, and the ability to face obstacles and difficulties to achieve goals. in this case the researcher wants to know how strong the students are to be able to achieve their goals in this case to motivate themselves in learning English with the various difficulties they face. The analysis of the two questions in this indicator, which assesses students' resilience and ability to overcome obstacles to maintain English learning motivation via social media, revealed a distinct tendency toward neutrality and a balance of commitment. The aggregated results showed that the largest proportion of responses fell into the Neutral category (43%), differing only slightly (3%) from the total positive agreement (40% Agree, 10% Strongly Agree). Specifically, the first question regarding the ability to maintain motivation with limited resources yielded the highest neutral response (45%), indicating that almost half of the students

are uncertain about their consistency in the face of difficulties. However, the overall positive agreement (50%) in the second question demonstrating enthusiasm to maintain the intention to learn English despite limitations suggests that while students may not always actively seek a solution, a significant portion (with the total positive responses reaching 50%) still maintains the psychological drive necessary to overcome network or resource issues to continue using social media for their English learning goals.

6. Aim

The level of aspiration of the aims, plans, ideals, goals, or targets, and the ideology to be achieved with the activities carried out. on this indicator, the researcher wants to know related to the insight obtained in the use of social media, the ease with which they learn English using social media, what percentage of their motivation level is to always learn by using social media, and how they communicate with others using social media. The analysis of the five questions within the Aim Indicator revealed that students overwhelmingly view social media as a crucial and motivational tool for achieving their English learning goals. The overall results were highly positive, with 46% of responses falling into the 'Agree' category and 28% into 'Strongly Agree', while negative responses ('Disagree' and 'Strongly Disagree') were minimal, each receiving only 2%. The strongest consensus was observed in two key areas: 60% of students agreed that they were enthusiastic about learning English using social media, and a remarkable 90% (50% Strongly Agree, 40% Agree) utilized social media for essential communication with lecturers, friends, and family. This indicates that for the students sampled, social media not only provides resources and increases motivation but also serves as a fundamental platform that supports their academic and communicative goals, confirming its significant positive side in the EFL learning process.

7. Achievement

The level of qualification of achievements or products or outputs achieved from their activities is how much, adequate or not, satisfactory or not. This indicator refers to the results achieved in using social media to increase student motivation in learning English. The analysis of the three questions comprising the Achievement Indicator confirmed that students perceive social media as an effective tool for enhancing both their academic results and their overall learning experience. The aggregate findings were strongly positive, with 47% of responses falling into the 'Agree' category and 15% into 'Strongly Agree', while negative responses were negligible (3% Disagree, 2% Strongly Disagree). Specifically, the data highlights two main points: Firstly, 65% (55% Agree, 10% Strongly Agree) of students agreed that using social media eliminates boredom in learning English, demonstrating its role in making the learning process more engaging due to diverse options. Secondly, a combined 65% (40% Agree, 25% Strongly Agree) of students attested that social media helps improve their English skills (vocabulary, speaking, pronunciation, etc.). This leads to the conclusion that the high level of agreement across this indicator (47% Agree) affirms social media's role in facilitating skill improvement and academic progress, thereby validating its importance in increasing students' motivation and potentially raising their course grades.

8. Attitude direction

The direction of his attitude towards the target of activities like or dislike, positive or negative. The analysis of the two questions under the Attitude Direction Indicator assessed the positive social and communicative roles of social media in students' learning. The combined results strongly affirm the positive influence, with 43% of responses falling into the 'Agree' category and 13% into 'Strongly Agree', while negative responses ('Disagree' and 'Strongly Disagree') were minimal (3% each). The findings indicate two key behavioral outcomes: Firstly, 60% of students agreed or strongly agreed that using social media enabled them to communicate well in English, highlighting its perceived benefit for practical language application. Secondly, 50% of students confirmed that they frequently exchange or share information related to English learning on these platforms. Although the 'Neutral' response was substantial at 40%, the dominant positive agreement (56%) confirms the conclusion that social media plays a positive, active role in fostering good communication skills and facilitating knowledge-sharing among students, further enhancing their learning motivation and peer interaction.

The final percentage of all indicators or the results of data analysis that the researchers have done, which can briefly be seen that social media has an effect on student motivation in learning English. To validate and enrich the quantitative findings, semi-structured interviews were conducted with two selected students (representing the highest and lowest motivation scores). The qualitative data strongly corroborated the survey results, particularly highlighting the perceived efficacy and engagement provided by social media. Both interviewees acknowledged that social media platforms like YouTube and TikTok served as crucial sources for contextualized English input, particularly for improving pronunciation, listening skills, and vocabulary through native speaker content.

The student with high motivation specifically stated that social media "eliminates the boredom of traditional learning" and provides instant access to diverse learning materials, which directly sustains their intrinsic drive. Conversely, the student with the lowest score, while facing resource or network challenges, still recognized the platforms' value, confirming that social media provides "a quick way to understand English," demonstrating that even minimal engagement generates a perceived positive benefit. Overall, the interview data confirms that students experience social media as an indispensable, motivating, and highly effective tool that actively supports their EFL learning process, reinforcing the conclusion derived from the percentage analysis.

Discussion

This section discusses the findings of the study concerning the effect of social media (YouTube, WhatsApp, and TikTok) on the learning motivation of EFL students at the English Education Department of Muhammadiyah University of Bulukumba.

The Role of Social Media in Moderately Influencing Motivation

The primary finding of this research is that social media has a Moderately Influential effect on students' motivation in learning English. This conclusion is based on the aggregate analysis of the questionnaire data, where the highest percentage of student responses clustered in the 'Agree' category, affirming the positive relationship between social media use and motivational drive. This result aligns with the contemporary understanding that accessing social media is no longer merely a leisure activity but has integrated into various life domains, including education, where it facilitates the rapid exchange of information regardless of space and

time (Afrianingrum and Mulyono, 2012). The moderate level of influence suggests that while social media is a significant factor, it operates as a complementary tool rather than the sole determinant of motivation.

Interpretation through Self-Determination Theory (SDT)

This finding is best contextualized through the lens of Self-Determination Theory (SDT), which posits that motivation is influenced by the quality of the drive intrinsic or extrinsic (Deci & Ryan, 1985). The questionnaire results, particularly those related to the Attachment and Aim indicators (which showed 65% and 74% total agreement, respectively), suggest that social media primarily supports students' extrinsic motivation and possibly facilitates the internalization of extrinsic goals. The frequent use of these platforms to follow English content creators, complete lecturer-assigned tasks, and seek communication partners (as highlighted in the Achievement and Attitude Direction indicators) shows that students leverage social media to attain concrete outcomes such as better grades, improved skills (Djamarah, 2002), and competence rather than solely learning out of innate pleasure (intrinsic motivation) (Sadirman, 2014). This instrumental use of technology strengthens the idea that students' dedication and sacrifice (Devotion, Dedication, and Sacrifice indicator) are directed towards achieving tangible educational goals, aligning with the definition of motivation as energy directed towards achieving specific aims (Djamarah, 2002).

Specific Contribution and Concluding Remark

The detailed analysis across all indicators especially the high positive percentages concerning skills improvement, boredom elimination, and information sharing underscores that students perceive social media as an effective pedagogical resource. The fact that the 'Strongly Disagree' category consistently yielded minimal to zero percent reinforces the absence of strong negative perception. Therefore, the Moderately Influential conclusion signifies that while not every student experiences an intense motivational boost, the majority recognize and actively harness the capacity of platforms like YouTube, TikTok, and WhatsApp to make English learning more accessible, engaging, and relevant, thereby having a significant overall effect on their motivation and learning outcomes.

4. CONCLUSION

Based on the research findings and discussion, this study concludes that social media platforms (specifically YouTube, WhatsApp, and TikTok) have a significant and positive effect on increasing EFL students' motivation in learning English. The overall analysis placed the effect in the "Moderately Influential" category, evidenced by the high percentage of positive responses in the questionnaires, reinforced by the qualitative insights from interviews, and supported by students' academic records (GPA). This influence stems from the platforms' ability to provide accessible, engaging, and authentic communicative practice, which students perceive as the "fun factor" of language learning. Consequently, students are intrinsically drawn to continue engaging with English content even outside formal classroom settings, leading to better skill development and motivation.

The findings of this study provide practical and theoretical implications for both students and future researchers: For Students of English Education, This research challenges the assumption that social media solely detracts from academic performance. Students are strongly encouraged to actively utilize social media as an alternative and supplementary tool for English learning. By intentionally engaging with English content creators

and using these platforms for communicative practice, students can harness the "fun factor" of social media to maintain high motivation and acquire language skills in an enjoyable and relevant manner, moving beyond traditional learning methods. For Future Researchers, given that this study confirms a positive effect on overall motivation, future researchers are encouraged to expand on these findings. Specifically, research should focus on a more granular analysis, such as: Investigating the effect of social media on specific skills (e.g., the effect of TikTok on speaking fluency, or YouTube on listening comprehension) and conducting comparative studies that isolate the motivational effect of a single social media platform (e.g., comparing WhatsApp users vs. non-users) to determine which platform yields the highest return on learning investment.

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