



The Effectiveness of Facebook Social Media-Based Learning in Improving Student Learning Outcomes at MTs Islamiyah Bumi Agung

Muhammad Faisal Haqi

(Islamic Religious Education Master's Student, UIN Maulana Malik Ibrahim Malang, Indonesia)

* Corresponding Author. E-mail: faisalhaqi231@gmail.com

Receive: 10/01/2024

Accepted: 20/02/2024

Published: 01/03/2024

Abstrak

Pemilihan media untuk digunakan dalam proses pembelajaran merupakan hal yang penting. Facebook merupakan salah satu platform media sosial yang dapat digunakan sebagai sarana untuk menyampaikan materi pelajaran pada saat pembelajaran berlangsung. Penelitian ini memiliki tujuan untuk mengetahui efektivitas penggunaan media sosial Facebook pada saat pembelajaran untuk meningkatkan hasil belajar siswa di MTs Islamiyah Bumi Agung. Penelitian ini dilakukan di MTs Islamiyah Bumi Agung dengan menggunakan dua kelas yaitu kelas VII 1 sebagai kelas eksperimen dan kelas VII 2 sebagai kelas kontrol. Jenis penelitian ini termasuk jenis penelitian kuantitatif dengan bantuan metode eksperimen menggunakan desain true experimental design. Teknik pengumpulan data dalam penelitian ini menggunakan instrumen tes yang hasilnya diperoleh dari siswa MTs Islamiyah Bumi Agung. Hasil penelitian berdasarkan hasil analisis statistik dengan menggunakan uji-t memperoleh nilai signifikansi (sig. 2-tailed) sebesar 0,13 yang mana nilai tersebut lebih kecil dari 0,05. Maka berdasarkan pengambilan keputusan uji t dapat disimpulkan apabila nilai signifikansi lebih kecil dari 0,05 maka H_0 ditolak dan H_a diterima. Hal ini menunjukkan bahwa terdapat perbedaan hasil belajar siswa pada mata pelajaran Fiqih yang signifikan antara siswa yang di ajar menggunakan media sosial Facebook dan tidak di ajar menggunakan media sosial Facebook.

Kata Kunci: Pembelajaran, Facebook, Hasil Belajar

Abstract

The selection of media to be used in the learning process is important. Facebook is one of the social media platforms that can be used to deliver subject matter during learning. This study aims to determine the effectiveness of using Facebook social media during learning to improve student learning outcomes at MTs Islamiyah Bumi Agung. This research was conducted at MTs Islamiyah Bumi Agung using two classes, namely class VII 1 as the experimental class and class VII 2 as the control class. This type of research is a type of quantitative research with the help of experimental methods using a true experimental design. The data collection technique in this study used a test instrument whose results were obtained from students of MTs Islamiyah Bumi Agung. The results of the study based on the results of statistical analysis using the t-test obtained a significance value (sig. 2-tailed) of 0.13 which is smaller than 0.05. So based on the t-test decision it can be concluded that if the

significance value is smaller than 0.05 then H_0 is rejected and H_a is accepted. This shows that there is a significant difference in student learning outcomes in Jurisprudence subjects between students who are taught using Facebook social media and not taught using Facebook social media.

Keywords: Learning, Facebook, Learning Outcomes

Introduction

Education is self-awareness and is designed to help students grow their level of knowledge, skills, and values so that students become knowledgeable, insightful, and beneficial for the interests of their lives as individuals and become educated humans. Awareness of the importance of education encourages various community efforts towards the development of the world of education to have adequate knowledge so that they become qualified individuals and can compete with other individuals (Syafri & Zen, 2017).

Quality education cannot be separated from the important role of a teacher, teachers must have a strong commitment to carrying out the task of fulfilling the needs and potential of students and the realization of quality education (Misdar et al., 2017). Teachers are educators who are responsible for the success of their students. In this regard, teachers are guided to be professional and have broad insight into learning strategies, methods, and media, both instructional and supporting by learning goals to achieve educational goals (Ngalimun, 2017).

A good teacher can make learning fun and lessons can be accepted by students easily. Continuous learning can create better learning outcomes, learning outcomes are achievements that students have after attending lessons. Although passing the same lesson, the learning outcomes are not the same (Dimiyati & Mujiono, 2013). In the learning process, various aspects affect the achievement of learning outcomes. 2 aspects affect student learning outcomes, namely aspects from within students and aspects from outside students or student areas.

One important aspect of learning certainly does not let go of the important role of a teacher, the figure of the teacher must be able to face various kinds of uncertain learning conditions and always have challenges, both from the way of learning and the pattern of students who develop according to the times (Syarnubi, 2019). Teachers must have a strong commitment to carrying out their duties as holistic educators who are centered on the needs and potential of students. With quality education, it has the potential to create quality resources. Therefore, teachers must also be able to equip students so that they can grasp existing opportunities and world developments with advances in science and technology (Fathurrohman & Sutikno, 2014).

With limited mastery of technology by teachers, they have to find other alternatives for the implementation of learning. One alternative that can be utilized by teachers is social media. Social media is one of the telecommunication facilities known by the wider community. Social media itself has an interactive and open nature, with it allowing everyone to be able to use it. Social media is widely used as a means of communication in Indonesia, the main actors of social media users are dominated by teenagers, including teenagers who are receiving education both from students and university students (Nasrullah, 2015).

One of the famous social media is Facebook, which is very popular with all circles of society. Facebook Social Media has now become a trend among teenagers, many teenagers use this social media to chat, upload videos or photos of their daily lives, and update their status. Unfortunately, many teachers have not

made social media a learning medium. Even though Facebook is very much in demand by students, besides being interesting it is also easy to access using a mobile phone. With existing features, teachers can manage it into interesting learning media and more useful for students in the use of social media. Teachers can give assignments, students can discuss the tasks given and discuss them with subject teachers (Najamuddin et al., 2019).

Based on the background presentation above, researchers are interested in conducting research entitled *The Effectiveness of Facebook Social Media Based Learning in Improving Student Learning Outcomes in Jurisprudence Subjects at MTs Islamiyah Bumi Agung*. The hope is that this research can be an additional reference for teachers in choosing learning media.

Method

The type of research that researchers use is quantitative research, according to Sugiyono (2016), quantitative research is research based on the philosophy of positivism. Quantitative research with the help of experimental methods that use a true experimental design where in a sample two groups are randomly selected. The treated group is called the experimental group and the control group is the untreated group.

The sampling technique in this study uses random sampling which is included in probability sampling, where sample selection is carried out randomly regardless of the status contained in the population (Ismail, 2017). The samples used in this study were 15 students from class VII 1 who were used as experimental classes and 15 students from class VII 2 who were used as control classes at MTs Islamiyah Bumi Agung. The data collection technique in this study used tests conducted on both samples after learning was completed. The test then. In analysis using statistical

analysis using the t-test formula to answer the hypothesis that has been determined.

Research Result

The research was conducted on grade VII 1 students as an experimental class and grade VII 2 as a control class at MTs Islamiyah Bumi Agung for the 2022/2023 school year with a sample of 15 students per class taken randomly. The data obtained at the time of the study were the results of student learning collected using tests. At the time of the study, the control class used Facebook social media in delivering material on learning while the control class did not use the help of learning media during learning, tests were given to the control class and experimental class after learning was completed to find out student learning outcomes. The number of test questions given to students amounts to 10 questions that have been approved by experts.

To determine the difference in learning outcomes between students who use Facebook social media and do not use Facebook social media during learning by comparing the two data that the researcher has obtained in the form of control class and experimental class learning outcomes, the researcher wrote the following research hypothesis:

H₀: There is no difference in the learning outcomes of students who use Facebook social media and do not use Facebook social media in Jurisprudence subjects at MTs Islamiyah Bumi Agung.

H_a: There are differences in the learning outcomes of students who use Facebook social media and do not use Facebook social media in Jurisprudence subjects at MTs Islamiyah Bumi Agung.

The hypothesis will be tested using a t-test, but before testing using a t-test, researchers first test the requirements of the two data to be tested by testing the

Normality and Homogeneity of the data first.

1. Normality Test

The normality test is carried out to determine whether the data obtained from the sample is normal data or not. For the normality test, researchers use the Kolmogorov-Smirnov test, the following are the results of the normality test calculation.

Table 1. Normality Kolmogorov-Smirnov Test

		Unstandardized Residual
N		15
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	10.32067298
Most Extreme Differences	Absolute	.174
	Positive	.174
	Negative	-.152
Test Statistic		.174
Asymp. Sig. (2-tailed) ^c		.200 ^d

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the output of the SPSS test results, it can be concluded that the significance value of Asymp. Sig. (2-tailed) of 0.200 is greater than 0.05. Therefore, based on the decision-making in the Kolmogorov-Smirnov normality test, it can be concluded that the data are normally distributed. After knowing that the data is normal, the next test is the homogeneity test.

2. Homogeneity Test

The homogeneity test is carried out to determine whether the data obtained from the sample has homogeneous characteristics (the same) or not. For the homogeneity test, researchers use SPSS software, the following are the results of the Homogeneity test calculation:

Table 2. Tests of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Based on Mean	2.027	1	28	.166

Based on the output of the SPSS test results, it can be concluded that the significance value (sig.) of 0.166 is greater than 0.05. So based on decision making in the homogeneity test, it can be concluded that the data on the learning outcomes of experimental and control students are the same or homogeneous.

After the normality and homogeneity test is carried out, the next step is a hypothesis test or t-test to answer the hypothesis that has been made before. In this hypothesis test using the help of SPSS where the results are as follows:

Table 3. Independent Samples Test

	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	2.027	.166	2.646	28	.013

Based on the output of the SPSS results above, it can be seen that the significance value (sig. 2-tailed) is 0.13 which value is smaller than 0.05. So based on the decision-making of the t-test, it can be concluded that if the significance value is less than 0.05, then H0 is rejected and Ha is accepted, in other words, there are differences in the learning outcomes of students who use Facebook social media and do not use Facebook social media in Jurisprudence subjects at MTs Islamiyah Bumi Agung.

Discussion

Research has been carried out at MTs Islamiyah Bumi Agung on class VII 1 as an experimental class and VII 2 as a

control class with a sample of 15 students in each class chosen randomly. This study aims to see the effectiveness of Facebook social media used as a tool to deliver lesson material during learning to improve student learning outcomes by comparing the learning outcomes of students who use Facebook media and do not use Facebook social media during learning.

Based on research that has been carried out, the use of Facebook social media shows good results in improving student learning outcomes and providing a different experience in learning which has recently been classified as monotonous. This can be seen from the response of students when Facebook social media-based learning takes place, students look more active and interested in the material provided. In student learning outcomes there are also differences between students who are taught using Facebook social media during learning with students who are not taught using Facebook social media where students who are taught using Facebook social media have a higher average learning outcome than the learning outcomes of students who do not use Facebook social media during learning.

In addition, after testing the hypothesis using the t-test, it was found that there were differences between students who were taught using Facebook and not during learning. This is one of the reasons why the use of Facebook social media is effective in improving student learning outcomes in Jurisprudence subjects at MTs Islamiyah Bumi Agung.

The use of learning media in learning is proven to increase student interest in learning which has an impact on student learning outcomes (Sudjana & Rivai, 2011). Learning media that can be used in learning are very broad and numerous, but there are still few teachers who use social media as a learning medium. As this study shows that the use of social media as a learning medium is quite effective in increasing student learning

interest, research conducted by Pranyoto and Geli (2020) states that there is a positive influence on the use of social media as a learning medium on student cognitive learning outcomes. This can be a reference for teachers to use social media that is well known by students to be used as learning media because of its ease of access.

Conclusion

Based on data processing that has been carried out using a t-test with the help of SPSS software to obtain a significance value result (sig. 2-tailed) of 0.13 which value is smaller than 0.05. So based on the decision-making of the t-test, it can be concluded that if the significance value is smaller than 0.05, then H_0 is rejected and H_a is accepted, in other words, there is a significant difference in the learning outcomes of students who use Facebook social media and do not use Facebook social media in Fikih subjects at MTs Islamiyah Bumi Agung. The achievement of student learning outcomes taught using Facebook sausage media at the time of learning is higher than students who are not taught using Facebook social media, this shows that Facebook social media is effective in improving student learning outcomes in Jurisprudence subjects at MTs Islamiyah Bumi Agung.

References

- Dimiyati, & Mujiono. (2013). *Belajar dan Pembelajaran*. Rineka cipta.
- Fathurrohman, P., & Sutikno, M. S. (2014). *Strategi Belajar Mengajar: Strategi Mewujudkan Pembelajaran Bermakna Melalui Pemahaman Konsep Umum dan Islami*. Bandung: Redaksi Refika Aditama.
- Ismail, F. (2017). *Statistika: Untuk Penelitian Pendidikan dan Ilmu-Ilmu Sosial*. Kencana.

Misdar, M., Idi, A., Isnaini, M., Mardeli, M., Zuhijra, Z., & Syarnubi, S. (2017). Proses Pembelajaran Di Program Studi Pendidikan Agama Islam Fitk Uin Raden Fatah Palembang. *Tadrib*, 3(1), 52–74.

Najamuddin, N., Negara, H. R. P., Ramdhani, D., & Nurman, M. (2019). Sosial media dan prestasi belajar: Studi hubungan penggunaan Facebook terhadap prestasi belajar siswa. *Jurnal Tatsqif*, 17(1), 70–86.

Nasrullah. (2015). *Media Sosial Remaja*. Rosda Karya.

Ngalimun. (2017). *Strategi Pendidikan*. Parama Ilmu.

Pranyoto, Y. H., & Geli, S. (2020). Pengaruh Penggunaan Media Sosial Sebagai Media Pembelajaran Terhadap Hasil Belajar Kognitif Mahasiswa Sekolah Tinggi Katolik Santo Yakobus Merauke. *Jurnal Masalah Pastoral*, 8(1), 30–45.

Sudjana, N., & Rivai, A. (2011). *Media Pengajaran*. Sinar Baru Algensindo.

Sugiyono, S. (2016). Metode penelitian kuantitatif, kualitatif, R&D. *Bandung: Alfabeta*.

Syafril, & Zen, Z. (2017). *Dasar-Dasar Ilmu Pendidikan*. Kencana.

Syarnubi, S. (2019). Profesionalisme Guru Pendidikan Agama Islam dalam Membentuk Religiusitas Siswa Kelas IV di SDN 2 Pengarayan. *Tadrib*, 5(1), 87–103.

Author Profile

Muhammad Faisal Haqi is a writer and a master's student in Islamic Religious Education at the Universitas Islam Negeri Maulana Malik Ibrahim Malang.