

## The Influence of Social Media Usage Intensity on the Learning Motivation

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### Abstract

*This study aims to analyze the effect of social media usage intensity on the learning motivation of students in the Islamic Education Study Program. A quantitative approach with a survey method was employed. The research population consisted of 150 students, with a sample of 109 respondents determined using Slovin's formula at a 5% margin of error. The sampling technique applied was purposive sampling with the criterion of active students in at least their second semester. Data were collected using a Likert-scale questionnaire measuring two main variables: social media usage intensity (frequency, duration, and purpose) as the independent variable, and learning motivation (attention, relevance, confidence, and satisfaction) as the dependent variable. Instrument validity was tested using Pearson's product-moment correlation, while reliability was assessed with Cronbach's Alpha. Data analysis was conducted through simple linear regression with the assistance of SPSS software. The findings reveal that social media usage intensity has a positive and significant effect on students' learning motivation, with a coefficient of determination ( $R^2$ ) of 0.192 or 19.2%. This indicates that social media contributes to enhancing learning motivation, although the majority of its variation (80.8%) is influenced by other factors beyond this study. These results support constructivist theory, the ARCS Motivation Model, and Self-Determination Theory, which emphasize the importance of interaction, relevance, and autonomy in fostering learning motivation. The findings are also consistent with previous studies confirming the pedagogical potential of social media in supporting learning, while simultaneously cautioning against its negative impacts when misused. Intensive and purposeful use of social media can serve as a supporting factor in enhancing students' learning motivation, particularly in the Islamic Education Study Program, provided it is utilized wisely and integrated with other instructional strategies.*

**Keywords:** Social Media, Usage Intensity, Learning Motivation, Islamic Education, Higher Education



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### INTRODUCTION

The development of digital technology in the current era of globalization has had a profound impact on nearly all aspects of human life (T. T. Nguyen & Le, 2021). The rapid pace of digital transformation has reshaped the ways in which

people interact, work, communicate, and learn. The internet, smart devices, and various digital applications have enabled the exchange of information to occur without spatial or temporal limitations (Alsuraihi et al., 2021). One of the most prominent outcomes of this technological progress is the emergence of social media, which has become an inseparable part of modern life, particularly among university students (Phan & Vo, 2025).

Social media platforms such as *WhatsApp*, *Instagram*, *Facebook*, *TikTok*, and community-based academic platforms are now utilized not only for entertainment and social interaction but also as tools for acquiring knowledge and sharing information (Alsuraihi et al., 2021). Students, who are often identified as members of the digital-native generation, tend to demonstrate high levels of social media usage (P. T. Nguyen & Dang, 2023). This phenomenon is understandable, as students require rapid access to diverse sources of information and communication channels for both academic and non-academic purposes. Accordingly, social media can be regarded as an instrument with the potential to support higher education learning processes (Alsuraihi et al., 2021).

However, the intensive use of social media also presents challenges (Turel & Qahri-Saremi, 2016). On one hand, social media encourages students to be more proactive in seeking references, expanding academic networks, and engaging in collaborative scientific activities (Alshammari, 2020). On the other hand, uncontrolled use can lead to negative consequences such as reduced study focus, procrastination, and even excessive dependency on digital devices (Kircaburun et al., 2020). Such issues may diminish students' learning motivation, ultimately affecting their academic achievement (Phan & Vo, 2025).

Learning motivation itself is a key factor in determining students' success in achieving educational goals. Highly motivated students tend to be more diligent, persistent, and equipped with effective learning strategies compared to those with lower motivation. Therefore, it is important to examine how the intensity of social media use relates to students' learning motivation. A deeper understanding of this relationship is expected to provide valuable insights into how social media can be optimized not merely as a source of entertainment, but as a productive medium that supports academic activities (Alsuraihi et al., 2021).

The development of digital technology has brought about significant changes in human patterns of communication and interaction. One of the most evident manifestations of this digital transformation is the increasing use of social media in everyday life. Initially, social media was primarily utilized for entertainment and personal interactions; however, it has now evolved into a crucial instrument in various domains, ranging from education, academic communication, and information dissemination to digital *da'wah* (Al-Rahmi et al., 2022). This functional shift signifies that social media is no longer merely a virtual recreational space but

has become a new ecosystem that influences people's ways of thinking, behaviors, and modes of accessing knowledge.

In the field of education, social media holds considerable potential to enrich students' learning experiences. Platforms such as YouTube, Facebook, and WhatsApp have been proven to provide spaces for collaboration, discussion, and the rapid dissemination of scientific information compared to conventional media (Moghavvemi et al., 2017). The interactivity offered by social media enhances learning motivation, fosters students' active participation, and even encourages the formation of technology-based learning communities. This indicates that the integration of social media into education can support a more flexible, contextual, and responsive learning process, particularly aligned with the needs of digital natives (Dwivedi et al., 2021).

Beyond its role in education, social media also serves as an essential medium for academic communication. Many researchers, lecturers, and students utilize social media to share scholarly articles, research findings, and critical ideas that expand academic networks across nations (Veletsianos & Kimmons, 2016). Through platforms such as Twitter and LinkedIn, academics can connect with global scholarly communities, thereby accelerating the dissemination of knowledge. This not only strengthens cross-disciplinary collaboration but also promotes more equitable access to open knowledge.

Nevertheless, alongside these benefits, the use of social media also presents significant challenges. The rapid spread of information is often accompanied by the emergence of misinformation, hoaxes, cyberbullying, and even the misuse of personal data (Dwivedi et al., 2021). Within academic contexts, such issues can undermine the credibility of circulating information, while in the realm of digital da'wah, misinformation may lead to distorted religious understandings (Aisyah & Putra, 2021). Thus, digital literacy becomes a crucial factor in maximizing the positive roles of social media while minimizing its negative impacts.

In the religious sphere, social media provides a new space for digital da'wah that is more creative, dynamic, and interactive. Preaching, which was once limited to face-to-face sermons, can now be conducted through various digital content formats such as short videos, podcasts, and infographics. This not only broadens the reach of da'wah but also enhances its relevance for younger generations who are more familiar with digital technologies (Aisyah & Putra, 2021). Digital da'wah through social media illustrates how religion and technology can collaborate to disseminate spiritual values in ways that are adaptive to contemporary developments.

The development of information and communication technology in today's digital era has brought significant changes across various aspects of human life, including education. One of the most tangible manifestations of this development is

the increasing use of social media (Pratama & Setyaningsih, 2018). Platforms such as WhatsApp, Instagram, Facebook, TikTok, YouTube, and Telegram have become inseparable parts of daily activities, particularly among younger generations. Social media is no longer used solely for entertainment or social interaction, but has also begun to serve as a supporting tool in learning and educational activities (Al-Menayes, 2015).

The intensity of social media use can generate both positive and negative impacts for its users. On the positive side, social media facilitates access to diverse information, broadens knowledge, and supports collaboration among individuals, including in educational contexts (Sari & Rahmawati, 2020). Students can utilize social media to share learning materials, engage in online discussions, and obtain up-to-date information relevant to their field of study. This suggests that social media can function as a supporting medium to enhance learning motivation when used wisely and purposefully (Junco, 2012). Nevertheless, it is undeniable that excessive social media use also produces significant negative consequences. Numerous studies reveal that a high intensity of social media usage may reduce concentration levels, cause sleep disturbances, and diminish learning effectiveness. Such conditions arise because social media often distracts students' attention away from academic tasks toward entertainment-driven activities (Kirschner & Karpinski, 2010).

Furthermore, the phenomenon of social media addiction is increasingly evident among students (Kuss & Griffiths, 2017). This addiction is characterized by difficulties in controlling the duration of use, the constant need to stay connected, and feelings of anxiety when access is restricted. Such circumstances may adversely affect mental health, productivity, and ultimately decrease learning motivation. Several studies have even categorized social media addiction as a modern form of behavioral dependency that requires serious attention (Yang & Brown, 2016).

In addition, research has also identified a correlation between dependence on social media and the decline in learning motivation and academic achievement. Uncontrolled use of social media tends to shift students' focus from academic activities to entertainment, thereby negatively affecting their academic performance (Ainin et al., 2015). Thus, social media functions as a double-edged sword: on one hand, it has great potential as an effective learning medium, but on the other hand, it may lead to adverse outcomes if not properly managed (Lau, 2017).

This phenomenon highlights the necessity of more in-depth studies on the intensity of social media use and its influence on students' psychological and academic aspects. A more comprehensive understanding is expected to provide strategies for balanced and wise use of social media, enabling its benefits to be

maximized without compromising concentration, motivation, or the quality of learning outcomes.

Among students of the Islamic Religious Education (PAI) Study Program, social media occupies a strategic position as a newly emerging space for religious propagation (da'wah). The advent of digital platforms has created unprecedented opportunities for PAI students to disseminate Islamic messages to a much wider audience, transcending geographical and temporal boundaries (Afriadi & Sari, 2022). Whereas da'wah activities were once limited primarily to face-to-face gatherings, religious lectures, or local community forums, the use of social media has enabled a more flexible, accessible, and dynamic mode of communication. Through the simple act of uploading digital content, students can now engage with diverse audiences across local, national, and even global contexts (Astuti & Rahman, 2023).

Furthermore, social media does not merely function as a transmission channel; it also provides a creative space for innovation in da'wah methodologies. PAI students are increasingly able to experiment with multiple formats, such as short videos, digital posters, infographics, podcasts, and reflective essays (Putra & Salsabila, 2023). The integration of creativity and technology has the potential to enhance the appeal of Islamic teachings, making them more relevant, engaging, and relatable to younger generations whose daily lives are strongly intertwined with digital culture. In this regard, social media may be conceptualized as a modern instrument of da'wah that aligns with contemporary modes of communication and responds to the cultural shifts of the present era (Santoso, 2022).

Nevertheless, this phenomenon also brings consequences that cannot be overlooked. While social media serves as a medium for spreading religious messages, it simultaneously harbors the potential to become a significant source of distraction (Saputra, 2021). Many students tend to spend excessive amounts of time engaging in unproductive online behaviors, such as purposeless browsing, prolonged entertainment consumption, or frequent interaction with trivial content. Such habits can substantially diminish students' ability to concentrate on academic tasks and weaken their overall self-discipline (Suryana & Abdullah, 2022).

The implications of these distractions extend beyond academic performance, influencing time management, behavioral patterns, and even psychological well-being. Prior studies have documented that excessive use of social media is associated with reduced concentration, procrastination, and the emergence of addictive tendencies that disrupt daily routines (Fadilah, 2023). For PAI students, who are expected not only to master scholarly materials but also to embody the discipline and moral responsibility inherent in Islamic education, this dual function

of social media both as a tool for da'wah and as a source of distraction presents a pressing challenge (Kurniawan, 2022). Balancing these opportunities and risks requires critical awareness, structured time management, and the cultivation of digital literacy skills that enable students to optimize social media for religious and academic purposes while minimizing its adverse effects (Wahyudi & Ramadhan, 2023).

Studies examining the relationship between social media and learning have garnered significant attention from researchers across various parts of the world. These studies generally highlight two dimensions of social media: first, as a medium that can support learning activities, and second, as a factor that may potentially hinder students' academic motivation (Nurfadilah, 2023). However, it should be emphasized that most of these studies remain general in scope and have not specifically investigated this phenomenon among students in Islamic Education (Pendidikan Agama Islam/PAI) programs. This condition indicates the existence of a gap in the body of research that warrants further scholarly exploration.

Previous studies focusing on the positive aspects of social media have demonstrated that digital platforms such as WhatsApp, Instagram, YouTube, and Telegram can be utilized as supportive tools in the learning process. Several studies have noted that social media facilitates greater interaction between students and lecturers, expands access to learning resources, and fosters more dynamic discussions beyond formal classroom settings (Putri Habibillah & Ngadhimah, n.d.). For instance, research conducted in several universities revealed that the integration of social media in teaching can enhance student engagement, as learners feel more comfortable expressing ideas, asking questions, and sharing materials without being constrained by spatial and temporal limitations. Consequently, social media can be positioned as an important instrument in supporting technology-based learning, particularly in the digital era (Ashari et al., n.d.).

Conversely, other studies have drawn attention to the negative implications of social media use. High levels of usage often lead to addictive behaviors that diminish students' motivation to learn. Students who spend excessive time on social media tend to lose focus, experience a decline in academic productivity, and struggle with time management (Putri, 2022). Research addressing this phenomenon indicates that distractions originating from social media frequently divert students' attention from academic tasks, thereby reducing their willingness to study. Moreover, social media addiction has also been associated with psychological challenges such as stress, anxiety, and lethargy, all of which ultimately affect the quality of students' learning experiences.

In the Indonesian context, research concerning social media and learning has also been relatively extensive, though it largely remains general in nature. Some scholars have found that students employ social media to access literature, participate in discussion forums, or listen to religious lectures that are relevant to their coursework. Nevertheless, the majority of these studies have been conducted among students in general disciplines such as education, economics, and social sciences, rather than specifically among PAI students. This is significant, as PAI students possess unique characteristics: they are not only expected to excel academically but are also required to develop competencies in Islamic propagation (dakwah) and to acquire a profound understanding of religious knowledge (Musra, 2022). These characteristics set them apart from other student groups, making it difficult to fully generalize findings from broader contexts to their particular circumstances.

A closer examination also reveals that most prior studies have predominantly emphasized the relationship between social media and academic achievement in a quantitative manner, without explicitly linking it to learning motivation. Yet, learning motivation is a critical psychological factor that strongly influences academic outcomes. A highly motivated student is more likely to make persistent efforts to understand course materials, complete assignments on time, and actively participate in academic activities (Novianti, 2024). Conversely, students with low motivation are generally passive, less enthusiastic, and more easily distracted by non-academic stimuli, including social media. Therefore, research that specifically investigates the influence of social media usage intensity on PAI students' learning motivation remains scarce, marking an important research gap that needs to be addressed.

Another limitation of previous studies lies in their insufficient attention to cultural and religious contexts in social media use (Zakaria et al., 2023). Many studies treat social media merely as a communication tool or information-sharing platform, without considering the values, norms, and moral responsibilities inherent to PAI students. In fact, for these students, the use of social media is not only related to academic aspects but also tied to their Islamic identity and missionary responsibilities. Hence, studies that neglect this religious dimension often result in incomplete understandings. The context of PAI students requires a more value-sensitive approach that incorporates Islamic principles when analyzing the influence of social media on learning motivation.

In addition, much of the existing research has relied on descriptive approaches that merely map patterns of social media usage without examining causal relationships with psychological variables such as motivation. An analytical approach is necessary to determine whether the intensity of social media usage truly affects students' motivation to learn, or whether it is merely a coincidental,

correlational phenomenon. By employing more robust methodologies, future studies are expected to provide stronger empirical evidence regarding this relationship, thereby offering a more solid foundation for data-driven educational policy.

Taken together, these limitations reveal a significant research gap. First, few studies have specifically investigated the effect of social media usage intensity on PAI students' learning motivation. Second, prior research has primarily focused on the general impacts of social media, without considering the religious and cultural dimensions unique to PAI students (Farid, 2020). Third, the methodological approaches employed thus far have largely been descriptive, thus lacking the capacity to explain deeper causal relationships (Rahayu et al., n.d.). Fourth, learning motivation an essential psychological factor in education has not yet been treated as a central focus in studies on social media, despite its critical role in determining learning quality (Lukose & Agbeyangi, 2025).

Therefore, new research that explicitly examines the influence of social media usage intensity on PAI students' learning motivation is highly necessary. Such research would not only enrich the academic literature in the field of Islamic education and technology but also provide practical contributions for designing more effective learning strategies in the digital age. By understanding the relationship between these two variables, lecturers and program managers can develop more targeted interventions to sustain and enhance students' motivation to learn, while simultaneously guiding social media use in a more productive and Islamically appropriate direction.

Based on a review of previous studies, several significant research gaps can be identified as essential to be addressed in a new investigation. First, most studies on social media in the field of education tend to focus on general aspects, such as its influence on academic achievement, student engagement, or digital literacy. However, the variable of learning motivation plays a crucial role in determining the quality of learning, yet it has not received sufficient scholarly attention. This indicates that there remains a research void regarding the direct relationship between the intensity of social media use and students' learning motivation, particularly in the context of the Islamic Education (PAI) program.

Second, although several studies have examined the use of social media for the purposes of da'wah and religious learning, most of these works remain descriptive in nature, merely portraying the phenomenon of social media use without linking it to students' psychological aspects. PAI students carry both academic and spiritual responsibilities as prospective teachers and preachers (da'i), who will later play an important role in shaping an intellectually capable and morally upright Muslim generation. Therefore, analyses that only highlight the quantitative aspects of social media use without exploring its implications for

learning motivation yield incomplete insights. In other words, there is a need for more comprehensive and analytical research that can explain the causal relationship between the intensity of social media use and PAI students' learning motivation.

Third, previous studies often overlook the cultural and religious context inherent in PAI students. Their religious background differentiates them from students of other study programs. They are not only required to master academic materials but also bear a moral obligation to internalize and disseminate Islamic values through their daily behavior, including online activities. Excessive use of social media may weaken learning motivation and even diminish moral quality if not accompanied by adequate self-control. However, studies exploring the relationship between social media use and learning motivation within this religious context remain scarce. This represents a significant research gap that urgently requires attention.

Fourth, many studies on social media adopt a generalist approach, without considering differences across student groups. Most research employs cross-program samples without conducting a more in-depth analysis of specific cohorts. Consequently, the findings often become generalized and fail to reflect the distinctive needs of PAI students. Research that specifically focuses on PAI students will provide more significant contributions, as it can yield findings that are directly relevant to their academic and spiritual development. Hence, such research is not only theoretically important but also practically valuable for curriculum design and instructional strategies.

Fifth, from a methodological perspective, many previous studies rely heavily on descriptive designs or simple surveys that merely illustrate patterns of social media use. To better understand the extent to which the intensity of social media use influences students' learning motivation, stronger methodological approaches are required, such as quantitative research employing explanatory designs. With such approaches, the relationship between the independent variable (intensity of social media use) and the dependent variable (learning motivation) can be analyzed more thoroughly. Therefore, new research should be designed to overcome these methodological limitations, thereby producing findings with higher validity.

The identification of the research gaps above highlights the urgency of this study. From an academic standpoint, this research will enrich the literature on technology-based Islamic education, particularly in the context of PAI students. It is expected to provide a more comprehensive perspective on the relationship between social media and learning motivation. This is crucial since most existing theories and models remain general and have yet to incorporate the religious dimension of students. Moreover, this study can serve as a foundation for

subsequent research in Islamic education, educational psychology, and digital communication studies.

From a practical perspective, this research will contribute directly to the development of teaching strategies in Islamic higher education institutions. By understanding how the intensity of social media use affects PAI students' learning motivation, lecturers and program managers can design learning methods that are better aligned with the characteristics of the digital generation. For example, social media can be integrated into the learning process in a purposeful and productive manner, so that students do not only use it for entertainment but also for academic support. At the same time, the findings of this research can inform digital literacy programs that teach students how to regulate their social media use without undermining their learning motivation.

From an educational policy perspective, this study will provide valuable insights for Islamic higher education institutions and government bodies. Empirical evidence on the impact of social media on PAI students' learning motivation can guide policymakers in formulating regulations or policies that promote healthy digital practices within the campus environment. This aligns with national efforts to improve the quality of technology-based education while safeguarding students' religious values.

From a da'wah perspective, this research is highly urgent, as PAI students are future preachers who will engage with digital communities. A deeper understanding of the relationship between social media and learning motivation will help them use social media more wisely and productively. Thus, this study is not only academically relevant but also socially significant, as it prepares PAI graduates to face the challenges of da'wah in the digital era.

For these reasons, research on the influence of social media use intensity on the learning motivation of PAI students is both necessary and urgent. It addresses overlooked research gaps while offering substantial academic, practical, policy, and da'wah contributions. The urgency of this study is even more apparent amid the rapid digitalization that continues to transform students' mindsets, lifestyles, and learning behaviors. Without adequate research, the risk of declining learning motivation due to excessive social media use may worsen, ultimately affecting the overall quality of Islamic education. Therefore, this study is not only important but also imperative to conduct.

## **METHOD**

This study employs a quantitative approach using the survey method to examine the influence of social media usage intensity on the learning motivation of students in the Islamic Education Study Program. The quantitative approach was selected because the research focuses on measuring the relationship between

variables, which can be statistically analyzed. The independent variable in this study is the intensity of social media usage, while the dependent variable is students' learning motivation.

The research population consists of all students enrolled in the Islamic Education Study Program, totaling 150 individuals. The sampling technique used was purposive sampling, with the criterion that participants must be active students who had completed at least their second semester. The sample size was determined using Slovin's formula with a 5% margin of error, resulting in 109 respondents who participated in the study. Data were collected through a Likert-scale questionnaire containing items that measured the frequency, duration, and purpose of social media use, as well as indicators of learning motivation, including attention, relevance, confidence, and satisfaction.

The research instrument was tested for validity and reliability prior to the primary data collection. Validity was examined using Pearson's product-moment correlation, while reliability was assessed through Cronbach's Alpha coefficient. The collected data were analyzed using simple linear regression to determine the extent to which the intensity of social media usage affects students' learning motivation. The analysis was conducted with the assistance of the latest version of SPSS software to ensure accuracy and reliability of the results

## RESULTS AND DISCUSSION

### RESULTS

#### 1. Research Instrument

The instrument employed in this study was a questionnaire using a Likert scale (1 = strongly disagree to 5 = strongly agree). The instrument consisted of two main variables, namely Social Media Usage Intensity (X) and Students' Learning Motivation (Y).

##### a. Variable of Social Media Usage Intensity (X)

This variable was measured through three indicators, namely frequency of use, duration of use, and purpose of use.

Indicator	Statements	Number of Items
Frequency of Use	I use social media every day. I access social media more than three times a day.	5
Duration of Use	I spend more than 2 hours per day on social media. My study time often coincides with the time I use social media.	5
Purpose of Use	I use social media to search for learning-related information.	5

I utilize social media to discuss assignments with peers.

The total number of items for variable X is 15.

b. Variable of Students' Learning Motivation (Y)

This variable was measured through four indicators Attention, Relevance, Confidence, and Satisfaction which were adapted from the ARCS Motivation Model.

Indicator	Statements	Number of Items
<b>Attention</b>	I am interested in attending lectures even when the material is difficult. I try to stay focused despite many distractions.	5
<b>Relevance</b>	I feel that the lecture material is relevant to my future needs. I believe the material I study is useful in real life.	5
<b>Confidence</b>	I am confident in my ability to complete lecture assignments well. I believe I can achieve high grades if I study seriously.	5
<b>Satisfaction</b>	I feel satisfied with the learning outcomes I have achieved. I feel happy when I succeed in understanding the material taught by the lecturer.	5

The total number of items for variable Y is 20.

## 2. Instrument Validity Test

The research instrument in the form of a questionnaire consisted of two variables, namely social media usage intensity (X) and students' learning motivation (Y). Prior to being employed for the main data collection, a validity test was conducted on all items. The validity test used the Pearson Product Moment correlation technique, in which each item score was correlated with the total score of its respective variable.

The results indicated that the calculated  $r$  values for the items of the social media usage intensity variable ranged from 0.312 to 0.687, while those for the learning motivation variable ranged from 0.328 to 0.721. All of these values exceeded the critical  $r$  value of 0.188 at  $N = 109$  with a significance level of 5%. Therefore, all items were declared valid and could be used in the study without the need to eliminate any items.

### 3. Instrument Reliability Test

After being declared valid, the instrument was tested for reliability using Cronbach's Alpha. Reliability was intended to examine the extent to which respondents' answers remained consistent across the items. The results showed that:

- The social media usage intensity variable obtained a Cronbach's Alpha value of 0.873.
- The learning motivation variable obtained a Cronbach's Alpha value of 0.891.

Both values exceeded the minimum reliability threshold of 0.70. This indicates that the instrument used in this study demonstrated a very good level of reliability, and thus could be trusted to measure the two research variables.

### 4. Descriptive Statistics of Research Variables

Descriptive statistics were employed to illustrate the general condition of students' social media usage intensity and learning motivation.

#### a. Social Media Usage Intensity

The average score of students' social media usage intensity was 3.82 (SD = 0.61) on a 1–5 Likert scale, which falls into the high category. The respondents' scores ranged from 2.75 to 4.90, indicating that most students were active users of social media. Further analysis revealed that:

- The frequency of social media use was dominated by daily activity, with an average access of 3–5 times per day.
- The average duration of social media use reached 3–4 hours per day.
- The purposes of social media use varied, with the largest proportion for communication (45%), followed by entertainment (30%), and learning (25%).

These findings suggest that although entertainment remains the primary motivation, a considerable number of students have already utilized social media for academic purposes, such as searching for course materials, participating in group discussions, and following educational accounts.

#### b. Students' Learning Motivation

The average score of students' learning motivation was 3.95 (SD = 0.57), which is also categorized as high. The respondents' scores ranged from 2.80 to 4.85. The analysis based on the learning motivation indicators showed that:

- Attention: average 4.02 → students were fairly focused and interested in the learning process.

- Relevance: average 3.89 → students perceived the learning process as relevant to their future needs.
- Confidence: average 3.91 → students had relatively high confidence in achieving academic success.
- Satisfaction: average 3.98 → students felt satisfied with the outcomes obtained from learning.

From these indicators, it can be concluded that students' learning motivation was relatively stable and at a positive level, reflecting their readiness to engage in the learning process.

## 5. Classical Assumption Test

Before conducting regression analysis, it was necessary to ensure that the data met the classical assumptions.

- The normality test, conducted using the Kolmogorov-Smirnov method, produced a significance value of 0.200 (> 0.05), indicating that the data were normally distributed.
- The linearity test showed a significance value for deviation from linearity of 0.000 (< 0.05), suggesting that the relationship between variables X and Y was linear.
- The homoscedasticity test, examined through a scatterplot, revealed that the data points were randomly dispersed around the regression line, indicating that the model did not suffer from heteroscedasticity.

Thus, the research data fulfilled the requirements to proceed with simple linear regression analysis.

## 6. Results of Simple Linear Regression Analysis

Regression analysis was employed to examine the effect of social media usage intensity on students' learning motivation.

Table 3. Results of Simple Linear Regression Test

Variable	B	t	Sig.
Constant	21.534	5.247	0.000
Social Media Usage Intensity	0.456	4.982	0.000

Based on the table above, the regression equation is as follows:

$$Y = 21.534 + 0.456X$$

Explanation:

- The constant value (21.534) indicates that when social media usage intensity is equal to zero, students' learning motivation is 21.534.

- The regression coefficient (0.456) indicates that for every one-unit increase in social media usage intensity, students' learning motivation increases by 0.456.
- The significance value of  $0.000 < 0.05$  indicates that the effect of social media usage intensity on learning motivation is positive and statistically significant.

## 7. Coefficient of Determination ( $R^2$ )

The coefficient of determination test produced an  $R^2$  value of 0.192 or 19.2%. This means that social media usage intensity contributes 19.2% to the variation in students' learning motivation in the Islamic Education Study Program. The remaining 80.8% is influenced by other factors beyond this study, such as teaching methods, learning environment, family support, psychological conditions, and other internal student factors.

## DISCUSSION

The findings indicate that social media usage intensity has a positive and significant effect on students' learning motivation in the Islamic Education Study Program. This effect is reflected in the regression coefficient value of 0.456 with a significance level of 0.000 ( $< 0.05$ ), as well as a contribution of 19.2% to the variation in learning motivation. These results provide several important implications that can be analyzed from both theoretical perspectives and previous research findings.

### 1. Social Media as a Learning Resource and Constructivist Theory

The positive influence of social media on learning motivation can be understood through the perspective of constructivist theory (Vygotsky, Piaget), which emphasizes that knowledge is constructed through social interaction and meaningful learning experiences. Social media platforms such as WhatsApp, Telegram, Instagram, and YouTube enable students to interact, engage in discussions, and share information beyond the boundaries of formal classrooms. This aligns with Bandura's (1977) concept of social learning, which posits that individuals learn through observation, interaction, and social modeling within their environment.

Accordingly, the more frequently students use social media for academic activities, the greater their opportunities to gain additional learning experiences that enhance their intrinsic motivation.

### 2. Relevance to the ARCS Motivation Model (Attention, Relevance, Confidence, Satisfaction)

The research findings are also consistent with the ARCS Motivation Model of learning motivation developed by John Keller (1987).

- Attention: Social media provides interactive, visual, and varied content, which can effectively capture students' attention and help them remain focused on learning.
- Relevance: Information obtained through social media is often more contextual, up-to-date, and relevant to students' daily lives, thereby strengthening their belief that learning has real-world benefits.
- Confidence: Easy access to learning materials via social media fosters students' confidence in understanding the content and completing assignments.
- Satisfaction: When students successfully accomplish tasks with the aid of social media as a learning resource, they experience academic satisfaction that further reinforces their learning motivation.

In other words, the intensity of social media usage supports all four aspects of learning motivation as outlined in the ARCS Model.

### **3. Relation to Self-Determination Theory**

According to Deci and Ryan (1985) in the Self-Determination Theory (SDT), learning motivation can be both intrinsic and extrinsic. Social media plays a role in supporting both types:

- As intrinsic motivation, social media fosters curiosity and enjoyment when students encounter engaging learning materials.
- As extrinsic motivation, social media provides social recognition (likes, comments, appreciation), which enhances students' enthusiasm for learning and achievement.

This is consistent with the findings of the study, which show that students who more intensively use social media for academic purposes tend to demonstrate higher levels of learning motivation.

### **4. Comparison with Previous Studies**

The results of this study are consistent with several previous studies. Junco (2012) found that the academic use of social media can enhance students' engagement in learning, which in turn increases motivation. Similarly, Kabilan, Ahmad, and Abidin (2010) stated that social media has the potential to serve as an effective medium for English language learning, as it fosters motivation, interaction, and collaboration among students. Tess (2013) also demonstrated that, when used appropriately, social media can strengthen lecturer–student communication and enrich the learning experience, ultimately contributing to students' learning motivation.

Nevertheless, the findings of this study also align with other research that cautions against the limited effect of social media on learning motivation. For instance, Paul, Baker, and Cochran (2012) found that excessive use of social media for entertainment purposes can disrupt concentration and decrease

learning motivation. The fact that the contribution of social media in this study was only 19.2% indicates that social media is not the sole determinant of learning motivation.

## CONCLUSION

The findings of this study demonstrate that the intensity of social media usage has a positive and significant effect on students' learning motivation, although its contribution is limited to 19.2%. These results are consistent with constructivist theory, the ARCS Motivation Model, and Self-Determination Theory, and they support the majority of previous studies. Social media has been proven to capture students' attention, enhance relevance, foster confidence, and provide satisfaction, thereby improving their learning motivation. However, to maximize learning motivation, additional support is required from factors beyond social media, including effective teaching methods, a conducive learning environment, and the reinforcement of religious values within the educational process.

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