

Readiness for Online Learning, Social Media Assignment, and Its Effects on Learning Motivation of Islamic Education (PAI) Students

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ABSTRACT

This study examines the extent to which online learning preparation has been implemented despite the pandemic's termination. Even said, some campuses still offer face-to-face instruction with the remaining 30% of instruction taking place online. Based on this, the researcher seeks to ascertain the viability of social media-based online assignments and learning, as well as their impact on student motivation. To determine the link between variable constructions, this study employs the SmartPLS path data analysis technique. All PAI students at the Islamic University of Jakarta made up the sample, which included 56 respondents, of which 20 were men and 36 were women. The study's findings showed a 37.8% boost in learning motivation for those who were prepared for online learning. Additionally, there is a 53% boost in learning motivation for tasks while using social media. It is clear that technology and education will always go hand in hand, and that it will always be a flexible instrument for learning.

Keywords: Readiness online learning, Social Media assignment, Motivation

INTRODUCTION

Both online and offline learning are widely used in today's educational system. There are undoubtedly benefits and drawbacks to online schooling. The benefits, of course, are not time- or space-limited and can be used whenever and anywhere. However, there are a number of variables that reduce the effectiveness of online learning in Indonesia. Students first stated that they preferred completing their homework in-person rather than online. Network constraints are the most frequently cited cause. When learning resources are provided, they may not function properly. Additionally, online teaching and learning processes may result in additional costs, such as purchasing laptop or internet (Widikasih et al., 2021).

The same is true in other nations than Indonesia; Jordan is one example. According to research, students believe that online learning may adapt to the learning process, but lack of contact and motivation, technical issues with the internet, concerns about privacy and information security, and other issues still

stand in the way. While the primary benefits are individual learning, affordability, ease, and adaptability (Almahasees et al., 2022). In addition to previous studies, it was discovered that online learning can give students new experiences and fresh perspectives on online learning technology and online assignments (Marlina & Cahyono, 2022).

This assertion is supported by the substantial market for internet use in Indonesia. This is demonstrated by the fact that there were 175.4% more internet users in 2020 than there were in 2019, a rise of 17%. This indicates that 124% of Indonesia's entire population accesses the internet through cellular or mobile phones. The most popular social media platforms among Indonesians, however, are YouTube (88%), WhatsApp (84%), Facebook (82%), Instagram (79%), and Tiktok (25%) (<https://www.kompas.id/baca/riset/2020/06/17/media-sosial-tak-sekadar-jaringan-pertemanan>)

Institutions with a focus on teachers continue to enhance preparation for online learning. 834 teaching applicants were surveyed using the Readiness for Online Learning Scale to gather data. Results from structural equation modeling (SEM) indicate that 21st century skills and competences, autonomous learning abilities, and metacognitive awareness all positively predict teacher candidate readiness for online learning. These results imply that developing prospective teachers' self-directed learning, metacognitive awareness, and 21st century abilities can improve their readiness for online learning (Karatas & Arpaci, 2021).

The ability of students and teachers to use technology must go hand in hand with readiness for online learning. Social media presents chances for students to critically and imaginatively examine lecture issues from a pedagogical standpoint. Additionally, students have the chance to use social media in a local, national, and international context to interact with course subjects outside of the classroom (Shank & SWH, 2019).

This indicates that social media usage has spread throughout numerous industries, including higher education. Incorporating different social media platforms into learning may boost student interest, participation, and engagement as well as give teachers and students multiple channels for communication, according to other recent research. Findings from studies that can be applied to foster a sense of community in online communities (Kathryn, et al. 2019).

In this study, a number of variables linked to social media assignments, online learning preparation, and their impact on students' motivation to learn in Islamic education are explored. On this page, we'll talk about motivation.

"How many actions are related to worldly matters, but because the motivation is good, these actions are classified as actions that are oriented to the afterlife, and vice versa, many actions that are primarily oriented to the afterlife, turn into actions that belong to actions that are oriented to the afterlife because of bad motivation (not sincere)," said Rasulullah SAW. According to Muhammad Ali,

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To avoid motivation for gaining respect from the public, accumulating fortune, or advancing one's career status in front of people or officials, studying knowledge must also be founded on the drive to be grateful for the bounties of the mind and physical health. Studying for social advancement is acceptable as long as it is done with the intention of promoting amar ma'ruf nahi munkar, upholding the truth, and elevating the religion of Allah SWT rather than for one's own gain or out of lust (Kamal et al., 2023).

While according to the Shari'a, motivation is something that leads to activities that are blessed by Allah SWT and practice all of His commands, motivation is an impulse to do something in accordance with the purpose, whether that delivers benefits or causes harm (Nasir et al., 2023).

In other words, according to Weiner (1979), motivation is the individual's needs, wants, or impulses. According to Abraham Maslow, author of the Hierarchy of Needs Theory, each person has a hierarchy of five needs, including those for physiological requirements, safety needs, social needs, esteem needs, and needs for self-actualization (Lemur, 2018).

According to this idea, it can be shown that everyone has five levels of needs, starting with physiological demands including satiety and thirst, sex, safety, and other basic bodily requirements. The urge to feel secure against harm, both physical and emotional, comes next. Third, social wants, include the need for affection, acceptance, companionship, and other similar things. The fourth is the need for appreciation, which includes the want to be respected, given status recognition, and observed and acknowledged. Fifth, self-actualization, which is the desire to develop to a specific level in accordance with one's abilities.

Another way to understand motivation is to consider the three types of needs that each person has: the need for achievement (the desire to be acknowledged as a successful person), the need for power (the desire to possess power), and the need for affiliation (the desire to belong to a group or organization) (Kramer & Stid, 2010).

But motivation will not grow if there is no strong self-confidence in a person, and vice versa. Confidence will not occur without strong motivation within a person.

Thus, it can be said that motivation and self-confidence are like two complementary sides of a coin.

The word "self-confidence," which refers to having faith in one's skills, attributes, and self-evaluation, originates in English. Therefore, self-evaluation is an evaluation that is positive. A later desire to be more eager to regard oneself will result from this favorable evaluation. A person's confidence that he or she can accomplish a variety of goals in life is based on his or her conviction in the signs that indicate the advantages that person possesses (Malureanu et al., 2021).

In other words, having self-confidence means having an attitude or belief in your own abilities so that you can act without being overly anxious, feel free to do as you please, take responsibility for your actions, be polite when interacting with others, have a drive to succeed, and be aware of your own strengths and weaknesses. According to Lauster, individuals with self-confidence exhibit traits such as optimism, happiness, and a lack of need for external reinforcement (Nadiyah et al., 2019).

In this sense, having the ability to perform an action can lead to increased self-confidence. As a result, when a person completes a task expertly and in a way that fulfills his desires, new confidence emerges. Because self-confidence only manifests in relation to specific skills that a person possesses, a person will never be able to claim to be fully confident.

Additionally, self-confidence is the fundamental building block for overcoming inferiority complexes and driving oneself, and it is hoped that with a strong foundation, one would be able to maximize current potential. But it's important to keep in mind how to stay motivated when faced with obstacles in one's environment and from within. Not only must one work hard to keep themselves motivated, but one must also learn how to foster motivation so that it doesn't fade away quickly.

METHOD

This study uses a quantitative descriptive analysis method. The analysis technique used is SmartPLS path analysis using random sampling which is spread across four classes of the Faculty of PAI in Jakarta. The instrument used uses a psychometric scale consisting of 4 choices, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). In testing the instrument using validity and reliability as a reference research instrument.

Researchers employ the SmartPLS path analysis approaches for a number of reasons, including are ; a) this study uses a small sample and does not call for rigid assumptions on the distribution of data. b) adaptable, enabling more effective theoretical model testing. c) Multicollinearity, which makes use of a partial least squares method to lessen the impacts of multicollinearity and generate more reliable estimates. d) Latent variable analysis, which enables researchers to look at

how latent variables are related to one another and gauge their influence on measurement variables.

A total of 56 respondents is used for this study, of whom 36 were women and 20 were men. The following hypotheses will be addressed in this study: a) There is a significant influence between online learning preparedness and learning motivation; and b) There is a strong influence between social media assignments and learning motivation.

RESULTS AND DISCUSSION

According to the aforementioned theory, a sample analysis is required initially. In evaluating the sample's validity and dependability, consider the following:

Tabel 1. Construct reliability and validity

	Chronbach's alpa	Composite reliability(rho_a)	Composite reliability(rho_c)
Readiness online learning	0.707	0.854	0.764
Social media assignment	0.736	0.814	0.756
Learning motivation	0.664	0.821	0.735

Source; SmartPls

Internal Consistency Reliability

As can be seen from the table above, all of the constructs have Cronbach's Alpha values that are greater than 0.6 and even all of them are greater than 0.7, indicating that each and every one of them is dependable. For instance, the latent variable X1 has a Cronbach's Alpha of 0.737 > 0.7, indicating that it is dependable. The same holds true for additional variables when the value is > 0.7, ensuring that everything is trustworthy.

Unidimensionality Model Analysis

The cut-value for these two indicators is 0.7. The composite dependability score is > 0.7, which means that all constructs have satisfied the unidimensionality criteria according to the table above. For instance, the latent variables X1 and X2 are dependable because their respective Composite Reliability values are 0.854 and 0.814 > 0.7. The same holds true for additional variables when the value is > 0.7, ensuring that everything is trustworthy.

Convergent Validity

Tabel 2. HTMT

	Heterotrait-monotrait ratio (HTMT)
Kesiapan Belajar Online <-> Kepercayaan Diri	0.775
Medsos Assignment <-> Kepercayaan Diri	0.855
Medsos Assignment <-> Kesiapan Belajar Online	0.893
Motivasi Belajar <-> Kepercayaan Diri	0.793
Motivasi Belajar <-> Kesiapan Belajar Online	0.847
Motivasi Belajar <-> Medsos Assignment	0.858

Source; SmartPls

All constructs have discriminant validity based on HTMT calculations because the HTMT table above demonstrates that all HTMT values are 0.9.

Discussion

Tabel 3. Path Coefficients -Matrix

Source; SmartPls

	Readiness online learning	Social media assignment	Learning motivation
Readiness online learning	0.049		0.378
Social media assignment	0.530		0.415
Learning motivation	0.245		

The direct relationship between online learning readiness and learning motivation is 0.378, which suggests that for every unit improvement in online learning readiness, learning motivation might rise by 37.8%. This has a good influence. In other words, if social media assignment readiness rises by one unit, learning motivation can rise by 41.5%. This is known as the direct effect of social media assignment on learning motivation, which is calculated as 0.415. This has a good influence.

Tabel 4. R Square

	R-square	R-square adjusted
Learning motivation	0.528	0.507

Source; SmartPls

All exogenous constructs (X1 and X2) simultaneously affect Y by 0.528, or 52%, according to the findings of the analysis of the coefficient of determination discussed above. All exogenous constructions X1 and X2 have a moderate effect on Y since Adjusted R Square is more than 33%. Check out the chart below for more information.

Tabel 5. F_Square

	Readiness online learning	Social media assignment	Learning motivation
Readiness online learning	0.003		0.164
Social media assignment	0.294		0.198
Learning motivation	0.066		

Source; SmartPls

The effect of preparedness online learning on learning motivation, which has a value of f square 0.02, can be inferred from the table above as having a negative impact on motivation to learn. The F-square value is between 15 and 0.35, and social media assignments have a moderate impact on students' willingness to learn. This makes it necessary to assess the direct relationship between variables, as shown in the table below, in order to respond to the aforementioned hypothesis.

Table 6. Mean, STDV, T_Value and V Value

	Original sample(o)	Sample mean (m)	Standard deviation	T - statistics(IO/STDEV)	P - values
Readiness online learning= learning motivation	0.378	0.369	0.150	2.514	0.012
Social media assignment= learning motivation	0.415	0.454	0.149	2.792	0.005

Source; SmartPls

a) Direct Effect of Online Learning Readiness on learning motivation

The parameter coefficient for the online learning readiness variable on learning motivation is 0.378, indicating a favorable relationship between the two variables. Alternately, it might be understood that as the value of the online learning readiness variable rises, so too will learning motivation. Learning motivation will improve by 37.8% for every additional unit of online learning preparation.

The findings of the online learning readiness estimation coefficient test on bootstrap learning motivation are 0.389 with a t-value of 2.514 and a standard deviation of 0.150, according to calculations utilizing bootstrap or resampling. The direct effect of online learning preparedness on learning motivation is substantial or statistically significant, as the p value is 0.012 < 0.05, therefore accept alternative Hypothesis.

b) The direct effect of social media assignment on learning motivation

A positive impact of social media assignment on learning motivation is indicated by the parameter coefficient's magnitude, which is 0.530 for the social media assignment variable. Or it could mean that students will be more motivated to learn if the social media assignment has a higher value. Learning motivation will rise by 53% for every additional social media assignment unit.

The results of the social media assignment coefficient estimate test on learning motivation are based on calculations using bootstrap or resampling, and the bootstrap results are 0.513 with a t-value of 4.274 and a standard deviation of 0.124. The direct impact of social media assignment on learning motivation is meaningful or significant because the p value is 0.000 0.05, thus accept alternative hypothesis.

CONCLUSION

The following conclusions can be drawn from the results and discussion above: a) There is a substantial relationship between online learning readiness and learning motivation, with a p value of 0.012–0.05. b) With a p value of 0.005 to 0.05, social media assignments have a substantial impact on learning motivation.

According to the findings of the conclusions above, it can be concluded that the impact of online learning preparedness on learning motivation in this study is based on a number of factors, including: a) A necessity due to the pandemic that hit, thus it becomes a habit. b) A new way of thinking about navigating the technological age. c) Stakeholder policies that take part in regulating how online learning is put into practice so that point a happens and can lead to point b.

A beneficial influence was shown to be influenced by a number of factors, including a) Support for simple internet access, in the task through social media on learning motivation. Applications that are simple and varied. environment of friendship.

One of the changes in social media in Indonesia may be the ease of internet access. Consequently, Islamic Religious Education students are greatly motivated to complete their assignments. It is a great idea to use various social media tools to encourage pupils to be inventive and unique when completing tasks.

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