

THE INFLUENCE OF USING INSTAGRAM SOCIAL MEDIA AND LEARNING CREATIVITY ON STUDENT LEARNING OUTCOMES MAJORING IN OFFICE MANAGEMENT AND BUSINESS SERVICES AT SMK NEGERI JAKARTA TIMUR

Daffa Syalsabila¹⁾ Ati Sumiati²⁾, Maulana Amirul Adha³⁾

Faculty of Economics Universitas Negeri Jakarta, Indonesia

Email: syalsabiladaffa@gmail.com¹⁾, atis.june@gmail.com²⁾, maulanaamirul@unj.ac.id³⁾

Abstract (English)

This research was conducted at SMK Negeri East Jakarta to determine the effect of Instagram Social Media and Learning Creativity on Learning Outcomes with a survey method using a questionnaire as a research instrument. The data used in this study used quantitative data using path analysis. The data analysis technique in this study used the SmartPLS application. The population of this study is class XI MPLB students at SMK Negeri 48 Jakarta, SMK Negeri 10 Jakarta and SMK Negeri 51 Jakarta, totaling 144 students. The sample used was 106 students. The used of a scale in this study is a Likert scale with the data analysis used is Structural Equational Modeling-Partial Least Square (SEM-PLS) for the software used SmartPLS version 3.29. The results of this study are that there is a positive and significant influence between Instagram Social Media variables on student Learning Creativity followed by t-statistics, namely $8.819 > 1.662$, and has a p-value of $0.000 < 0.05$. There is a positive and significant influence between Instagram Social Media variables on Learning Outcomes with t-statistics of $6.290 > 1.662$, and has a p-value of $0.000 < 0.05$. There is a positive and significant influence between the Learning Creativity variable and Learning Outcomes with t-statistics, namely $5.505 > 1.662$, and has a p-value of $0.000 < 0.05$, and there is a positive and significant influence between the Instagram Social Media variable on Learning Outcomes through Learning Creativity.

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Key Words

Instagram Social Media, Learning Creativity, and Learning Outcomes

Abstrak (Indonesia)

Penelitian ini dilakukan di SMK Negeri Jakarta Timur bertujuan untuk mengetahui pengaruh Instagram Social Media dan Learning Creativity terhadap Learning Outcomes dengan metode *survey* menggunakan kuesioner sebagai instrumen penelitian. Data yang digunakan dalam penelitian ini menggunakan data kuantitatif dengan menggunakan analisis jalur (*path analysis*). Teknik analisis data dalam penelitian ini menggunakan aplikasi *SmartPLS*. Populasi penelitian ini yaitu siswa kelas XI MPLB di SMK Negeri 48 Jakarta, SMK Negeri 10 Jakarta dan SMK Negeri 51 Jakarta yaitu sejumlah 144 siswa. Sampel yang digunakan sebanyak 106 siswa dengan penggunaan skala dalam penelitian ini yaitu skala likert dengan analisis data yang digunakan adalah Structural Equational Modeling-Partial Least Square (SEM-PLS) untuk software yang digunakan SmartPLS versi 3.29. Hasil dari Penelitian ini adalah terdapat pengaruh positif dan signifikan antara variabel Instagram Social Media terhadap Learning Creativity siswa diikuti dengan t-statistics yaitu $8.819 > 1.662$, dan memiliki nilai p-value sebesar $0.000 < 0.05$. Terdapat pengaruh positif dan signifikan antara variabel Instagram Social Media terhadap Learning Outcomes dengan t-statistics yaitu $6.290 > 1.662$, dan memiliki nilai p-value sebesar $0.000 < 0.05$. Terdapat pengaruh positif dan signifikan antara variabel Learning Creativity dan Learning Outcomes dengan t-statistics yaitu $5.505 > 1.662$, dan memiliki nilai p-value sebesar $0.000 < 0.05$, dan terdapat pengaruh positif dan signifikan antara variabel Instagram Social Media terhadap Learning Outcomes melalui Learning Creativity.

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Kata Kunci

Media Sosial Instagram, Kreativitas Belajar, Hasil Belajar

INTRODUCTION

The development of the internet has led to the spread of social media. Social media that are often used by students include Facebook, Instagram, Tiktok, Twitter, etc. Teachers must be able to teach according to the times and trends that occur around them so that the learning

process is not boring. In its application, teachers can use Instagram social media as a learning medium. In the learning process of using Instagram social media, creativity is certainly needed so that the work created remains original and does not plagiarize the work of others.

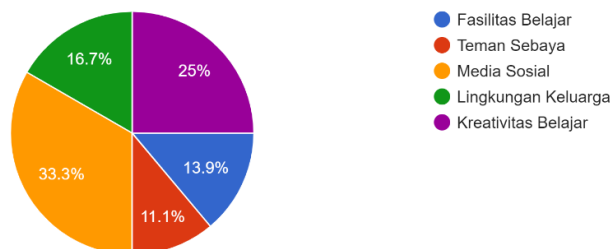
There is no denying that creativity allows students and teachers to solve learning problems in the classroom. Teachers have an important role in realizing students' learning creativity. Teachers should implement creative and varied teaching by looking for various creative ideas so that learning activities become more enjoyable (Widodo, 2021). High creativity can bring a pleasant learning atmosphere through colorful activities. In this case, creativity is important and needs to be developed, because creativity is an expression of the individual as a whole and acts on individual self-realization.

Utilizing Instagram social media and fostering student creativity can lead to satisfactory learning outcomes. Student learning outcomes are what students achieve academically through examinations and assignments, as well as the motivation to ask and answer questions that support the achievement of these learning outcomes. Creativity in the learning process at school needs to be assessed in order to make a positive contribution to the process of developing these abilities and achieving learning outcomes.

Pre-research has been conducted by researchers to find out what factors affect learning outcomes. The results of pre-research show that social media is the factor that most encourages students to improve learning outcomes as much as 33.3%, then 25% of students choose learning creativity, 16.7% of students choose work environment, 13.9% choose students choose learning facilities, and 11.1% of students choose peers. This means that there are 2 factors that encourage students to improve learning outcomes, namely social media and learning creativity.

Menurut Anda, faktor apa saja yang mempengaruhi hasil belajar?

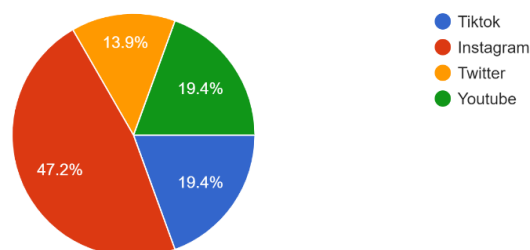
36 responses



In addition, researchers also conducted Pre-Research to find out the social media that is often used by students to study. The results of pre-research show that Instagram is a social media that is often used by students to study as much as 47.2%, then 19.4% of students chose Tiktok and Youtube, and 13.9% of students chose Twitter.

Sosial media yang sering digunakan untuk belajar.

36 responses



Therefore, researchers will analyze the power of Instagram social media and the effectiveness of learning creativity in realizing maximum learning outcomes. The development of teaching materials can help teachers to deliver material more interestingly and variedly. Thus, the researcher is interested in taking the title "The Effect of Using Instagram Social Media and Learning Creativity on Student Learning Outcomes in the Office Management and Business Services Department at East Jakarta State Vocational Schools."

LITERATURE REVIEW

Learning Outcomes

According to Arifudin (2023), learning outcomes are the abilities that students have after students receive their learning experience. The definition of learning outcomes is also stated by Susanto in Arifudin (2023), who says that learning outcomes are changes that occur in students both concerning cognitive, affective, and psychomotor aspects as a result of learning from learning activities. Learning outcomes can be used as a measure of the success of a learning activity which includes cognitive, affective, and psychomotor aspects as a guideline for assessing learning outcomes that show the level of success of students in receiving learning.

The indicators of learning outcomes according to research conducted by Kusnandar (2019) can be concluded that the indicators of learning outcomes in this study is the achievement of absorption of learning materials in the form of cognitive assessments. Cognitive learning outcomes are the scores obtained by students after experiencing the learning process through learning outcomes tests.

Instagram Social Media

According to Octavia & M.Pd (2019), Instagram media has several advantages, including Instagram media is dynamic with modern technology, can overcome observation limitations and can clarify a problem in any field. Therefore, with this Instagram media, it is hoped that it can help students in receiving the teaching material delivered and can help to spur creativity in producing optimal learning outcomes.

Indicators of Instagram social media according to research conducted by Farida (2019) and Putri et al. (2019) are active Instagram users, reasons for accessing Instagram, accuracy of material content, and completeness of material.

Learning Creativity

According to Puspita Sari et al. (2021), learning creativity is the ability possessed by students in finding new things, based on existing data, information, or elements used to solve learning problems or tasks given by the teacher. Creativity needs to be owned and developed by students, because this ability is useful for generating many ideas in solving student problems. Students who have high learning creativity will have the ability to study persistently without feeling forced and burdened so that their learning achievement can increase.

Indicators of learning creativity according to Anggelia et al. (2022) are: fluent thinking, flexible thinking, original thinking and elaboration skills.

METHOD

This type of research is quantitative research using descriptive correlational methods. To find out and obtain data or information about how the influence of Instagram social media and learning creativity on learning outcomes. In addition to using descriptive methods, researchers also use survey research methods. The population in this study were Office Management and Business Services students at SMK Negeri at East Jakarta, totaling 144 students. Determination in taking the number of samples in this study is using the Probability

Sampling technique approach of the Stratified Random Sampling type and with the Slovin formula, the sample required is 106 students.

The indicators in learning outcomes is achievement of absorption of learning materials in the form of cognitive assessments. Cognitive learning outcomes are the scores obtained by students after experiencing the learning process through learning outcomes tests (Kusnandar, 2019). Questionnaire instrument statement on the Instagram social media are: (1) active Instagram users, (2) reasons for accessing Instagram, (3) accuracy of material content, and (4) completeness of material (Farida, 2019) and (Putri et al., 2019). Then, the indicators used as questionnaire statements on the learning creativity variable are: (1) fluent thinking, (2) flexible thinking, (3) original thinking and (4) elaboration skills (Anggelia et al., 2022). The following below figure 2 is a picture of the results of the hypothesis that has been formulated

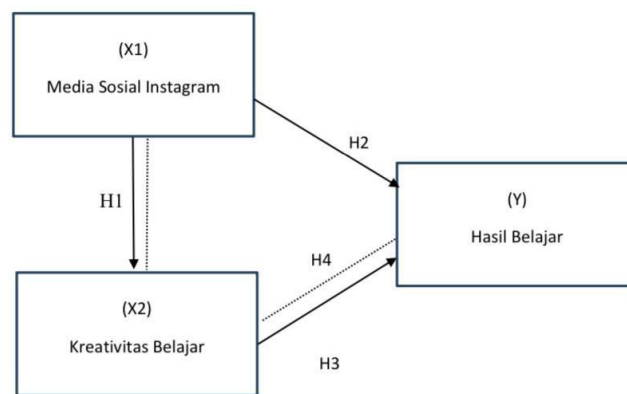


Figure 2. Reasearch Model

Source : Data processed by Researcher (2024)

RESULTS AND DISCUSSION

Results

Profile Respondent

The data that has been collected is taken through google form, the results of data collection will be analyzed descriptively and quantitatively. Respondents in this study were 106 MPLB phase f students at East Jakarta State Vocational Schools. Descriptive data based on the gender of respondents can be seen in Figure IV.1 below:

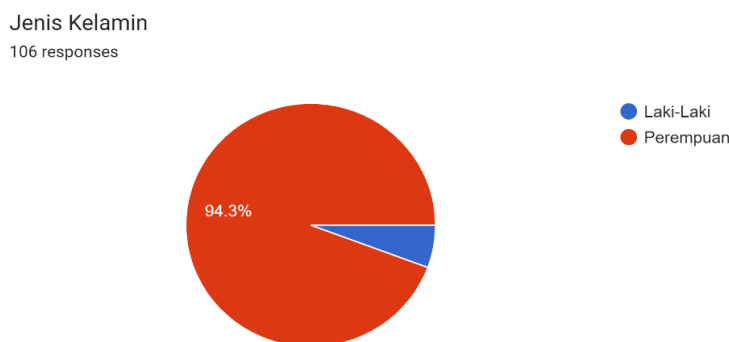


Figure 1 respondent profile based on the gender

Source: Data processed by researchers (2024)

The data in Figure IV.2 shows that there were 35 respondents from SMK Negeri 48 Jakarta (33%), 30 respondents from SMK Negeri 51 Jakarta (28.3%), 41 respondents from SMK Negeri 10 Jakarta (38.7%), with a total of 106 respondents.

Asal Sekolah
106 responses

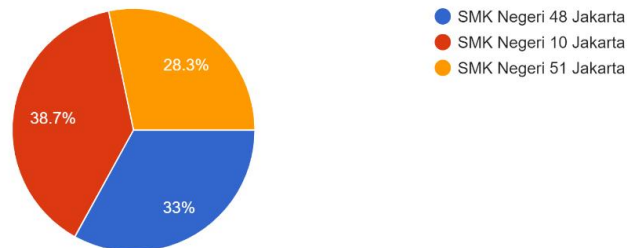


Figure 2 respondent profile based on school origin
Source: Data processed by researchers (2024)

Convergent Validity

In this study, Convergent Validity was carried out to determine the validity of each indicator relationship with its construct or latent variable. The expected value is > 0.7 .

	MEDIA SOSIAL INSTAGRAM	KREATIVITAS BELAJAR	HASIL BELAJAR
X1.1	0.948		
X1.2	0.927		
X1.3	0.940		
X1.4	0.917		
X1.5	0.920		
X1.6	0.935		
X1.7	0.941		
X1.8	0.952		
X1.9	0.935		
X1.10	0.943		
X1.11	0.915		
X1.12	0.955		
X2.1		0.949	
X2.2		0.943	
X2.3		0.953	
X2.4		0.958	
X2.5		0.936	
X2.6		0.945	
X2.7		0.949	
X2.8		0.942	
X2.9		0.897	
X2.10		0.935	
X2.11		0.929	
Y1.1			0.901
Y1.2			0.852

Table 1 Result of Descriptive Analysis of Learning Facilities
Source: Data processed by researchers (2024)

Based on the outer loading table in table 1, it shows that each indicator has a correlation between the indicator and its construct, which shows a value > 0.7 so that it can be accepted.

Fornell-Larcker Criterion

A construct is said to be valid by comparing the root value of the AVE (Fornell-Larcker Criterion) with the correlation value between latent variables. The root value of AVE must be greater than the correlation between latent variables. A construct is said to be valid by comparing the root value of the AVE (Fornell-Larcker Criterion) with the correlation value between latent variables. The root value of AVE must be greater than the correlation between latent variables as shown in Table 2 below:

	HASIL BELAJAR	KREATIVITAS BELAJAR	MEDIA SOSIAL INSTAGRAM
MEDIA SOSIAL INSTAGRAM	0.689	0.633	0.936
KREATIVITAS BELAJAR	0.697	0.940	
HASIL BELAJAR	0.877		

Table 2 Result of Fornell-Larcker Criterion
Source: Data processed by researchers (2024)

Heterotraid-homotraid (HTMT)

Table 3 HTMT below shows that all HTMT values are <0.9, so it can be stated that all constructs have valid discriminant validity based on HTMT calculations.

	HASIL BELAJAR	KREATIVITAS BELAJAR	MEDIA SOSIAL INSTAGRAM
MEDIA SOSIAL INSTAGRAM	0.823	0.638	
KREATIVITAS BELAJAR	0.825		
HASIL BELAJAR			

Table 3 Result of Fornell-Larcker Criterion
Source: Data processed by researchers (2024)

Cronbach's Alpha and Average Variance Extracted (AVE)

Another method to see the validity of a data is by looking at the square root value of average variance extracted (AVE). The recommended value is 0.5. The following is the AVE value in this study:

	Average Variance Extracted (AVE)
MEDIA SOSIAL INSTAGRAM	0.876
KREATIVITAS BELAJAR	0.883
HASIL BELAJAR	0.769

Table 4 Result of Cronbach’s Alpha and Average Variance Extracted (AVE)

Source: Data processed by researchers (2024)

Table 4 above provides an AVE value above 0.5 for all constructs contained in the research model, which means that it is qualified.

Variance Inflation Factor

The VIF value must be less than 5, because if it is more than 5, it indicates that there is collinearity between constructs (Sarstedt et al., 2017). Based on the VIF value in Table IV.13, there is no VIF value > 5, so there is no multicollinearity problem.

	HASIL BELAJAR	KREATIVITAS BELAJAR	MEDIA SOSIAL INSTAGRAM
MEDIA SOSIAL INSTAGRAM	1.667	1.000	
KREATIVITAS BELAJAR	1.667		
HASIL BELAJAR			

Table 5 Results of Variance Inflation Factor

Source: Data processed by researchers (2024)

R Square

	R Square	R Square Adjusted
KREATIVITAS BELAJAR	0.589	0.581
HASIL BELAJAR	0.400	0.394

Table 6 Result of R Square

Source: Data processed by researchers (2024)

From Table 6 above, it can be seen that there is an R-Square value showing a value of 0.589 and 0.400. This value shows that the Learning Outcomes and Learning Creativity variables have an effect of 58.9% and 40% while the rest is influenced by other variables.

Q Square

	SSO	SSE	Q ² (=1-SSE/SSO)
MEDIA SOSIAL INSTAGRAM	1272.000	1272.000	
KREATIVITAS BELAJAR	1166.000	761.741	0.347
HASIL BELAJAR	212.000	119.547	0.436

Table 7 Result of Q Square

Source: Data processed by researchers (2024)

Q-square is predictive relevance, measuring whether or not a model has predictive relevance (>0 is good). Furthermore, Q2 establishes the predictive relevance of the endogenous constructs. A Q-square value above zero indicates that your values have been well reconstructed and the model has predictive relevance. Q2 above 0 indicates that the model has predictive relevance.

Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
MEDIA SOSIAL INSTAGRAM -> KREATIVITAS BELAJAR	0.633	0.630	0.072	8.819	0.000
MEDIA SOSIAL INSTAGRAM -> HASIL BELAJAR	0.414	0.413	0.066	6.290	0.000
KREATIVITAS BELAJAR -> HASIL BELAJAR	0.435	0.438	0.079	5.505	0.000
MEDIA SOSIAL INSTAGRAM -> KREATIVITAS BELAJAR -> HASIL BELAJAR	0.275	0.276	0.060	4.573	0.000

Table 8 Results of Path Coefficient

Source: Data processed by researchers (2024)

Based on the results in table 8, that all learning facility variables on learning outcomes, teacher teaching skills on learning outcomes, and learning motivation on learning outcomes have positive and significant results, which have P Values <0.05 and T Statistics > 1.662 .

DISCUSSION

The first hypothesis (H1) shows results with an original sample of 0.633, followed by t-statistics of $8.819 > 1.662$. Instagram social media has a positive effect on learning creativity. Has a P value of 0.000 where this value is significant because it is smaller than 0.05, so it can be said that there is a significant relationship between Instagram Social Media has a positive effect on Learning Creativity. The value of 0.633 shows a positive value so it can be said that Instagram Social Media has a significant positive relationship. Then the first hypothesis is accepted. The second hypothesis (H2) shows results with an original sample of 0.414, followed by t-statistics of $6.290 > 1.662$, and has a p-value of 0.000 <0.05 . Has a P value of 0.000 where this value is significant because it is smaller than 0.05, so it can be said that there is a significant relationship between Instagram social media and learning outcomes. So it can be concluded that there is a positive and significant effect on the learning facility variable on the learning outcomes. Then the second hypothesis is accepted. The third hypothesis (H3) shows results with an original sample of 0.435, followed by t-statistics of $5.505 > 1.662$, and has a p-value of 0.000 <0.05 . Has a P value of 0.000 where this value is significant because it is smaller than 0.05, so it can be said that there is a significant relationship between learning creativity and learning outcomes. So it can be concluded that there is a positive and significant effect on the learning creativity variable on the learning outcomes. Then the second hypothesis is accepted. The fourth hypothesis (H4) shows results with an original sample of 0.275, followed by t-statistics of $4.573 > 1.662$, and has a p-value of 0.000 <0.05 . Has a P value of 0.000 where this value is significant because it is smaller than 0.05, so it can be said that there is a significant relationship between Learning Creativity has an effect in mediating Instagram Social Media with Learning Outcomes Then the second hypothesis is accepted.

CONCLUSION

Based on the results of previous research and discussions regarding the influence of Instagram social media and learning creativity student learning outcomes, : (1) There is a positive and significant influence between the Instagram social media variables on learning creativity. (2) There is a positive and significant influence between the Instagram social media on learning outcomes. (3) There is a positive and significant influence between learning creativity variables on learning outcomes. (4) There is a positive and significant influence between Instagram social media on learning outcomes through learning creativity.

RECOMMENDATION

Recommendations for future researchers so that further research is better is to use or add other variables that affect learning outcomes to find out the greater influence and it is advisable to take respondents from other parties at school besides students such as principals, teachers, and parents and are expected to be able to organize research with a wider area.

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