

The Relationship Between the Use of Educational Social Media and Students' Collaboration Skills and Understanding of Economic Concepts at State Senior High School 2 Siak

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Abstract: The use of social media as an educational tool continues to grow in 21st-century learning. This study aims to analyze the relationship between the use of educational social media and students' collaborative ability and understanding of economic concepts at SMA Negeri 2 Siak. A quantitative method with a correlational design was used. The sample consisted of 50 randomly selected students. Data were collected through questionnaires and analyzed using multiple linear regression. The results showed a significant positive relationship between the use of educational social media and both collaborative ability ($r = 0.456$; $p < 0.01$) and understanding of economic concepts ($r = 0.521$; $p < 0.01$). Social media helps improve student interaction and conceptual understanding through visual and interactive content. These findings align with previous studies that highlight the effectiveness of social media in enhancing students' cognitive and social competencies. The study recommends the structured integration of social media in economics learning.

Keywords: *Educative Social Media, Collaborative Ability, Understanding Economic Concepts, economics learning.*

1. INTRODUCTION

The development of information and communication technology, especially social media, has brought significant changes in various aspects of life, including education. Social media is now a potential tool to improve the quality of learning through interaction, collaboration, and information sharing. The use of educational social media is expected to create a more interesting and relevant learning environment for students.

In the context of education, collaboration skills and understanding economic concepts are two very important things. Collaboration is a 21st-century skill that students need to work together and solve problems. Understanding economic concepts equips students with the knowledge to understand how resources are allocated in society. Social media can facilitate the development of both of these aspects through various interactive features and content.

This study aims to analyze the relationship between the use of educational social media with the collaboration ability and understanding of economic concepts of students at SMA Negeri 2 Siak. Although social media has been integrated into learning at this school, its effectiveness on both aspects still needs to be studied further. The results of this study are expected to contribute to the development of more effective learning practices by utilizing social media.

2. METHODS

This study uses a quantitative method with a correlational design. The population in this study were all students of SMA Negeri 2 Siak. The research sample consisted of 50 students selected using a simple random sampling technique. Data were collected through a questionnaire that had been tested for validity and reliability. The data analysis technique used was multiple linear regression analysis.

3. FINDINGS AND DISCUSSION

This study aims to determine the extent to which the use of educational social media is related to the collaboration skills and understanding of economic concepts of students at SMA Negeri 2 Siak. Based on results analysis multiple linear regression, obtained results as following:

Table 1 Analysis Results Regression

Variables coefficient regression significance		
Utilization of Educational Social Media (X) - > Collaboration Skills (Y1)	0.456	0,000
Utilization of Educational Social Media (X) - > Understanding Economic Concepts (Y2)	0.521	0,000

1. The Relationship between the Use of Educational Social Media and Collaboration Skills.

The results of the study showed that there was a significant positive relationship between the use of educational social media and students' collaboration skills (coefficient = 0.456; $p < 0.01$). This means that the more often students use educational social media such as YouTube Edu, Ruangguru, Google Classroom, and Quipper, the higher their ability to work together effectively in group assignments.

Social media provides a space for students to interact asynchronously and synchronously. For example, the commenting, discussion forum, and collaboration features in Google Docs or Padlet help students develop communication skills and group responsibility. This finding is in line with research by Brindley et al. (2009) which states that collaborative learning facilitated by digital technology can increase student engagement in the learning process and build mutual trust.

In addition, research by Kusnadi and Hermanto (2020) also shows that the use of social media in learning can encourage collaboration skills because students are accustomed to exchanging ideas and completing assignments together online.

2. The Relationship between the Use of Educational Social Media and Understanding of Economic Concepts

The second finding shows that there is a significant positive relationship between the use of educational social media and students' understanding of economic concepts (coefficient = 0.521; $p < 0.01$). This shows that educational social media can help students understand economic material more deeply through visual, interactive, and contextual content.

Understanding economic concepts, such as market mechanisms, scarcity, and choice, requires real-world illustrations and examples that can be accessed through digital media. Learning videos, economic simulations, and infographics provided by platforms such as YouTube Edu and TikTok Edu allow students to absorb information more quickly and interestingly.

This finding is consistent with research by Rahmawati and Suryani (2021) which concluded that social media can improve students' conceptual understanding because it presents material in a visual format that is easy to understand and not monotonous. Also supported by Putra and Rahmawati (2021) who found that educational social media can bridge abstract concepts into more concrete ones through animation and visualization.

3. Simultaneous Interpretation of Results

Simultaneously, the use of educational social media has a significant contribution to improving students' collaboration skills and understanding of economic concepts. This confirms that learning strategies that integrate social media are not only effective in cognitive aspects, but also in students' social and affective aspects.

This finding strengthens the view of Rosen and Nelson (2008) that the use of appropriate communication technology in learning can create a participatory, collaborative, and meaningful learning environment. In the context of the 21st century, ICT mastery and collaborative skills are key competencies that need to be developed by students through an adaptive learning approach.

4. CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the use of educational social media has a positive and significant relationship with the collaboration ability and understanding of students' economic concepts at SMA Negeri 2 Siak. First, the higher the intensity of the use of educational social media by students, the higher their collaboration ability in completing learning tasks. This shows that social media can be an effective means of forming social and cooperation skills among students.

Second, educational social media has also been proven to support the improvement of students' understanding of economic concepts. Through visual, interactive, and contextual content, students can understand

economic material more deeply and applicatively. This strengthens the role of social media as a digital learning instrument that can enrich students' learning experiences.

Simultaneously, the use of educational social media can improve the quality of learning, both from the cognitive and affective sides. Therefore, educators are advised to design learning strategies that integrate social media systematically and sustainably in order to form a generation of active, collaborative, and digitally literate learners.

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