



The Relationship Between Social Media Access and Student Achievement Motivation

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Abstract

The development of the globalization era has caused many changes, one of which is the increasingly sophisticated technology. Social media is a phenomenon as a result of technological advancement. It can be accessed by all groups, including teenagers. The growing level of social media use among teenagers can affect various aspects of their lives, including academic and non-academic achievement motivation. This study aims to find out the relationship between social media access and student achievement motivation. This study uses a quantitative method in the form of a survey. Data was obtained through questionnaires and interviews. The data analysis technique uses Kendall's correlation. The results of the study show a positive relationship between social media access and student achievement motivation. The p value or significance of 0.002 indicates that there is a substance relationship between the two variables because the p-value is $0.002 < \alpha 0.05$ at a significance level of 99% (0.01). Social media is a factor that influences motivation for student achievement. This can happen because of imitation behavior towards positive content on the accounts they follow regarding achievements. Social media helps students to get learning materials and makes it easier to get information about competitions.

Keywords: social media access, achievement motivation, student achievement.

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INTRODUCTION

The development of globalization is a major challenge for all countries in the world, especially Indonesia because it causes many changes in various aspects of life. The development of globalization cannot be separated from the presence of increasingly sophisticated technology. According to Rusman (2022), globalization cannot be avoided, and it requires individuals to always be ready to face changes and competition in the international arena. If they are unable to adapt, then individuals will lose. In order to survive in the era of globalization, human resource capacity needs to be increased. However, the quality of human resources in Indonesia is relatively low. One of the consequences of low resources is the high unemployment rate in Indonesia. According to the Indonesia Central Bureau of Statistic (Badan Pusat Statistik) in (2023), the unemployment rate in August 2023 was 5.32%. This is due to increasingly tight competition and lack of the availability of job opportunities. One way to improve the quality of human resources in Indonesia is education.

Education is a conscious effort to develop individual potential through the learning process. However, the quality of education in Indonesia is still low compared to other countries. According to Hewi and Shaleh (2020) A country's education quality can be measured through the PISA (*Programme or International Student Assessment*) assessment. The results of PISA 2022 on Indonesia's cognitive aspects show the scores as follows: mathematics (366), science (383), and reading (359) (Schleicher 2022). In addition, *Rumah Kebangsaan* news page (MPR 2023) stated that the quality of Indonesian education is ranked 67th out of 203 countries.

The success of the education process can be seen through its achievement, known as achievement success level). To support this level, good learning quality is needed. However, the quality of the learning process in Indonesia is still low. The lack of learning quality in Indonesia is partly due to the limited learning facilities and infrastructure, which have an impact on low student achievement. (Elvira 2021) . This problem can be overcome by increasing students' motivation to achieve.

According to McClelland, achievement motivation contributes 64% to learning success (Norsandi et al. 2022). In line with McClelland's statement, Sugiyanto (Salsabila and Savira 2021) explains that achievement motivation plays a role in improving students' academic attainment. Achievement motivation not only has an impact on academic fields but also on non-academic fields (Salsabila

and Savira 2021). Individuals with low motivation tend to give up easily and feel satisfied with their achievements (Farisuci et al. 2019). The manifestation of low student achievement motivation can be seen in their low grades and some terrible behaviors such as cheating, skipping class during certain class hours, and not doing assignments (Alkaff and Alkaff 2024).

Achievement motivation was first introduced by Murray with the term need for achievement, which was then popularized by McClelland (1961) with the term "n-ach" (Murdianto et al. 2019). According to McClelland, achievement motivation is a drive that motivates someone to develop creativity and mobilize all abilities and energy to achieve achievement (Wijaya and Wideasavitri 2019). McClelland (Jannah et al. 2022) explains that people with high achievement motivation tend to have the characteristics of being responsible, considering risks, paying attention to feedback, and being creative and innovative. Santrock (Lenggono and Yuzarion 2020) states that someone with high achievement motivation will always show great enthusiasm and ambition, try to do the tasks given optimally, learn quickly, and perform achievements in their field of expertise.

According to Haru (2023) there are several dimensions or aspects of achievement motivation. 1) Goal orientation, which is a dimension that shows a person's view of the goals they want to achieve in an achievement situation. 2) Need for achievement, which is a person's internal drive to achieve challenging goals and achieve success. People with a high need for achievement usually want to master tasks and receive positive feedback. In addition, according to McClelland, people with a high need for achievement tend to be persistent, never give up, accept tasks well, are diligent and disciplined, and have a high enthusiasm for learning and enjoy independent learning. 3) Locus of control, which is a person's belief that he is able to control the success or failure he experiences. 4) Fear of failure: this dimension shows that there is a complex relationship between fear of failure and achievement motivation. Basically, fear of failure can affect a person's motivation to achieve in two different directions. On the one hand, fear of failure can demotivate and prevent a person from taking risks or trying new things. However, on the other hand, fear of failure can also increase achievement motivation by encouraging individuals to work harder to face challenges.

Fernald (Palupi 2019) declares that achievement motivation can be influenced by several factors, namely: the influence of family and culture, the role of self-concept, gender, and recognition and achievement. Another factor is access to social media, the findings of Benawa and Witono (2023) shows a significant relationship between social media and achievement motivation.

Social media access is considered to influence students' achievement motivation. Social media is a place for someone to communicate or interact, either with friends they already know or friends in cyberspace. Social media is a place for someone to interact indirectly. According to Pertiwi and Hidayati (2018) social media is a platform that allows its users to display things according to what they want. Through social media, someone can express themselves through posts in the form of photos or videos. People not only consume the content but also comment and share the content (Kristinova 2022). Without realizing it, content can shape the imitation behavior of its users. Imitation is the behavior of imitating social media content. The behavior of imitating content on social media occurs when the content is positive, then the individual will imitate the positive content. The imitation process occurs when an individual sees an influencer's or friend's post about their achievements, so that the individual has the urge to be able to achieve like them. Therefore, the imitation process on social media can create motivation for achievement.

According to Aspari (Irfan et al. 2019), social media creates a wide community of friends, which can ultimately motivate students to develop themselves through materials or input from their friends who are connected online. Dewi's research results (2022) show that social media has a significant influence on elementary school students' learning motivation, as indicated by the social media regression coefficient value of 0.507. This means that the higher the influence of social media, the higher the learning motivation. In addition, research conducted by Julius et al. (2021) shows that there is a significant relationship between the use of social media and achievement motivation; increasing the use of social media can lead to higher achievement motivation. The results of the positive correlation are in line with previous studies conducted by Alhaj and Banafi (Julius et al. 2021), which demonstrate that when students use social media wisely, they will make the use of social media an interesting learning medium. Suryaningsih (Gerungan et al. 2023) confirms that the use of social media for students in the

teaching and learning process can improve student learning achievement. This happens because social media has positive benefits, namely facilitating access to learning materials for school assignments and discussion materials related to learning materials (Irfan et al. 2019).

Based on the previous descriptions, it can be concluded that the study of achievement motivation is very important in achieving student achievement. Therefore, researchers are interested in examining the relationship between social media access and student achievement motivation.

METHODS

This study uses quantitative methods. Quantitative research is conducted by collecting data in the form of numbers. The data numbers are then processed and analyzed to obtain scientific information behind the numbers (Martono and Isnania 2023). Quantitative research used is using the survey method. Survey is a type of research that uses questionnaires as a source of data (Martono and Isnania 2023). The study was conducted by giving questionnaires to respondents, namely students of one of the high schools in Banyumas Regency; the high school was chosen because it has various achievements, both academic and non-academic. Sampling using the simple random sampling technique, namely a random sampling technique, without considering the strata in the population. The number of samples using the simple random sampling technique was 392 students (52% of the population, namely 715 students). The variables tested in this study were the social media access variable (X) and the achievement motivation variable (Y). The operationalized hypothesis is that there is a positive relationship between social media access and student achievement motivation.

The data collection methods used in this study were questionnaires and interviews. Data processing was carried out with the following steps: first, collecting data from the questionnaire results; second, analyzing the questionnaire data using frequency distribution, and Kendall tau b correlation; third, the analyzed data produced a percentage to prove the operationalized hypothesis; and finally, the data in the form of a percentage was presented in the conclusion.

Data validity test using product-moment correlation, the results of the validity test are presented in Table 1 as follows.

Table 1.
Validity Test Results

Value per indicator	
Social Media Access	Motivation to achieve
X1: 0.000	Y1: 0.000
X2: 0.000	Y3: 0.000
X4: 0.000	Y5: 0.000
X6: 0.000	Y7: 0.000
X9: 0.000	Y11: 0.000
X10 : 0.000	

The results of the validity test of the research instrument using the Product Moment Correlation test showed that all questions and statements (11 questions and statements) tested on respondents were valid with a significance level of 99% (alpha value 0.01).

RESULTS AND DISCUSSION

In this study, students' achievement motivation is determined by the variable of social media access. The operational definition of social media access is the respondent's ability to utilize social media to interact and process information as measured by the frequency and duration of social media use. The operational definition of achievement motivation is the drive for students to achieve academic and non-academic achievements optimally and optimistically based on the perception of student achievement.

Akses Media Sosial

Chris Brogan (Liedfray et al. 2022) stated that social media is a new set of communication and collaboration tools that enable various types of interactions that were previously unavailable to the general public. Social media also provides a diverse and easily accessible information space (Halizah et al. 2023). Many people can access social media, especially teenagers. According to the Pew Research Center, in 2018, the number of teenagers accessing social media reached 191.4 million people or around 92%, and every day, they access social media (Yuhana et al., The increasingly widespread use of social media can provide satisfaction for each user. However, they often ignore one important thing, namely the length of time or duration spent accessing social media. (Dosi in Rahmawati, et al. 2019).

The findings of the study conducted by Krisnadi and Adhandayani (2022) show that teenagers often use their time to access social media for more than 5 hours per day. Unwittingly, teenagers are often addicted to social media. Based on research conducted by Kiracaburun (Wulandari and Netrawati 2019) on students in America aged 13 to 17 years, 90% of them use social media, and 35% of them access social media repeatedly every day, which can cause teenagers to become addicted to social media. This can affect various aspects of adolescent life, especially in terms of achievement motivation. The operational definition of social media access is the respondent's ability to use social media to interact and process information as measured by the frequency and duration of social media use. Based on the data from the questionnaire, respondents own several applications. The data is presented in table 2:

**Table 2.
Social Media Owned by Respondents**

Category	Frequency	Percentage
1 social media	317	80,9
2-3 social media	29	7,4
More than 3 social media	46	11,7
Total	392	100.0

Table 2 displays that most respondents, namely 317 respondents (80.9%), only have one social media. This shows that students' information needs are sufficient through just one social media. As many as 80.9% of respondents stated that they prefer to use one social media, namely *WhatsApp*. The results of the interview with respondent Dani states that:

“...prefer to use WhatsApp social media because I can talk to friends about school information or about learning that shared via WhatsApp”. (Dani)

Results of research by Habibah and Putri (2023) shows that students most often use WhatsApp social media because the WhatsApp messenger group feature is often used as a medium for disseminating learning information and a place to discuss learning materials among friends (Putra and Armiami 2023). The results of the interview with Gustin says that

"I use Instagram more often because of Instagram I get various information about the competition.” (Gustin)

Surveys reveal that Instagram is the second most popular social media platform with 59% of users aged 18-29 years (Yulianto in Rahmawati, et al. 2021). Instagram makes it easy for its users to find various information, one of which is information about competitions. The following data shows the duration of social media access as follows.

Table 3.
Duration of Respondents Accessing Social Media

Category	Frequency	Percentage
< 3 hours	76	19,4
3 - < 6 hours	186	47,4
≥ 6 hours	130	33,2
Total	392	100.0

Table 3 shows that the majority of respondents, namely 186 respondents, used their time ≥ 6 hours (47.4%) to access social media and as many as 76 respondents used their time < 3 hours (19.4%) to access social media. Rahmawati, et al. (2019) reveals that the duration of students using social media the most is in the moderate category, namely 3-4 hours, totaling 31 students (50%). The results of the interview with Dani stated that:

“I spend more time playing social media, especially during school holidays, and I can use social media for more than 6 hours. Playing social media includes talking with friends on WhatsApp, scrolling through entertainment content on Tiktok, and watch online game content on YouTube”. (Dani)

This shows that students spend more time accessing social media because of the need. Such as talking to friends, watching entertainment content, and watching online games. In addition to accessing content on social media, most respondents stated that they were actively creating content. This shows that students are active in accessing social media. One of the goals of students actively accessing social media is to exist. According to Rakhmad (Andary and Khairullah 2023) The main goal of teenagers seeking to exist in cyberspace is to get feedback in the form of self-acceptance from others and recognition of their greatness in an issue. The various types of content created are as follows.

Table 4.
Social Media Content Created

Category	Frequency	Percentage
Daily activities	307	78,3
Content about the subject matter	53	13,5
Content about my achievements	32	8,2
Total	392	100,0

Table 4 shows that most respondents create content on social media, namely about daily activities as much as 78.3%, while content about their achievements is 8.2%. Through the content, respondents can express themselves on social media, such as content about daily activities. According to Riduan et al. (2023), social media is currently a popular tool for individuals to upload their daily activities (Fujiawati and Raharja 2021). In addition to creating content, respondents on social media also follow several accounts. Based on data from the questionnaire, there are several accounts that respondents follow and the reasons for following these accounts. The data is presented in Tables 5 and 6:

Table 5.
Social Media Accounts Followed by Respondents

Category	Frequency	Percentage
Family	2	0,5
Friend	193	49,2
Artists, idols, and influencer	197	50,3
Total	392	100,0

Table 6.
Reasons for Following the Social Media Accounts

Category	Frequency	Percentage
The account helps me get information about the competition.	35	8,9
The account helps me understand the study material and helps me to know my interests and talents.	146	37,2
The account motivates me to keep achieving	211	53,8
Total	392	100,0

Tables 5 and 6 show the social media accounts followed by respondents and the reasons why respondents follow these social media accounts. Table 5 shows that most respondents follow social media accounts of artists, idols, and influencers, as many as 197 respondents (50.3%). Furthermore, respondents who follow friends' social media accounts are not much different from respondents who follow artists, idols, and influencers, namely 193 respondents (49.2%). Table 6 shows that the social media accounts they follow, namely artists, idols, and influencers, as many as 211 respondents (53.8) agree that these accounts motivate respondents to continue to excel. This can happen because of imitation behavior towards positive content created by artists, idols, and influencers. Based on the results of an interview with one of the respondents, he said that he was motivated to excel like the influencer he followed, namely with the social media account name @andreanovitaa. He is one of the influencers who share his content about food technology, and this motivates respondents to study harder and increase their academic and non-academic achievements so that they can continue their studies, like @andreanovitaa.

In addition, by following friends' social media accounts, students will be motivated to learn to develop themselves through the friends they meet online because in this interaction, they provide mutual feedback (Mulyono 2021). In addition, to follow several accounts on social media, respondents also use social media to increase achievement motivation such as obtaining study materials and obtaining information about competitions. The data are presented in tables 7 and 8:

Table 7.

Social Media Helps Respondents Obtain Study Materials

Category	Frequency	Percentage
Don't agree	5	1,3
Agree	210	53,6
Strongly agree	177	45,2
Total	392	100,0

Table 8.

Social Media Helps Respondents Obtain Information about Competitions

Category	Frequency	Percentage
Yes	316	80,6
No	76	19,4
Total	392	100,0

Tables 7 and 8 show that social media can increase respondents' achievement motivation to help them obtain both subject matter and information about competitions. Table 7 shows that most respondents strongly agree with the statement that social media helps respondents gain study materials (45.2%). Table 8 shows that most respondents agree with the statement that social media helps respondents acquire information about competition (80.6%). Social media is not only for entertainment but also provides information on various types of competition. For millennial who are active in their work and have talents they need social media to hone their skills through these events, such as blog creation competitions, short story writing competitions, and so on, often published through social media (Ainiyah 2018). One respondent said that he had won 1st place in Jumbara (jumpa, bakti, and bahagia) in PMR (Red Cross Youth) event held by a private university. The respondent got information about the competition because he followed the university's social media account. Social media can trigger achievement motivation when students find out about a certain competition on social media; then, the students have the urge to participate in the competition and are ambitious to be able to achieve or win the competition.

Achievement Motivation

Motivation has a big influence on the students' achievements. According to Santrock (Haryani and Tairas 2014), individuals who have high motivation will always be enthusiastic and have great ambitions, carry out the tasks given as well as possible, learn faster, and reach achievements in their field of expertise. Achievement motivation is very important for students. According to Putri and Ariani (2023), the higher the student's achievement motivation, the higher the student's drive to study diligently to achieve the desired achievement as a student's learning outcomes. The results of research conducted by Moore et al. (Riza and Masykur 2015) show that high achievement motivation can improve students' abilities in developing knowledge, leadership, and skills. The operational definition of achievement motivation is the encouragement of students to obtain academic and non-academic achievements optimally and optimistically based on the perception of student achievement. Achievement motivation is one of the important factors for respondents that is useful for achieving a desired achievement. Based on data from

the questionnaire, the following are respondents' answers regarding the statement that every student must have achievements.

Table 9.
Respondents' Responses Regarding the Statement "Every Student Must Have Achievements"

Category	Frequency	Percentage
Strongly disagree	2	0,5
Don't agree	46	11,7
Agree	195	49,7
Strongly agree	149	38
Total	392	100,0

Table 9 shows that most respondents state that they must have achievements. As many as 195 respondents (49.7%) agreed that every student must have achievements. The results of interviews with respondents with Gustin stated that

"...achievement is very important for students because, through achievement, students can know their talents and abilities. Thus, those talents and abilities are improved. In addition, achievement can also be an opportunity in the field of education, for example, when registering for college". (Gustin)

According to Putri and Ariani (2023) achievement motivation in students will encourage them to study harder and optimize their potential to achieve their greatest achievement and learning outcomes. Achievement motivation has an important role in education, and achievement motivation includes students' efforts to achieve success or choose an activity that is oriented towards achieving goals, whether successful or failed (McClelland in Bintang 2023). Based on the questionnaire data, the following are respondents' answers regarding the statement that students who excel usually get special treatment at school.

Table 10.
Respondents' Responses Regarding the Statement "Students Who Excel Usually Get Special Treatment At School"

Category	Frequency	Percentage
Strongly disagree	5	1,3
Don't agree	42	10,7
Agree	198	50,5
Strongly agree	147	37,5
Total	392	100.0

Table 10 shows that most respondents state that students who are excellent usually get special treatment at school. As many as 50.5% of respondents agree that students who are excellent will get special treatment. Based on the results of the interview with a respondent named Gustin, students who are excellent will get special treatment from teachers. This treatment can be in the form of getting more attention, having more opportunities to participate in various competitions, and getting special guidance for students who have participated in competitions. In addition, the results of the interview with Fakhri show that he was often appointed to represent other competitions, so he had a greater chance of participating in competitions compared to other friends. The recognition and awards received by students who are excellent show that their efforts and achievements will be appreciated, and it can motivate other students to be excellent too. In addition, other students can be motivated when they see their friends who are excellent at getting attention and opportunities, such as being able to participate in more competitions. The following are the respondents' replies regarding the statement that if their friends achieve achievements, then they must pursue achievements that are superior to their friends:

Table 11.

Respondents' Responses Regarding the Statement "If My Friend Achieves an Achievement, I Must Achieve a Better Achievement than My Friend"

Category	Frequency	Percentage
Strongly disagree	3	0,8
Don't agree	61	15,6
Agree	245	62,5
Strongly agree	83	21,2
Total	392	100.0

Table 12.

Respondents' Responses Regarding the Statement "I Must Achieve Better Results in the Next Opportunity"

Category	Frequency	Percentage
Don't agree	3	0,8
Agree	112	28,6
Strongly agree	277	70,7
Total	392	100.0

Tables 11 and 12 show that most respondents want to get achievements that are better than their friends and greater than the achievements they got before. As many as 62,5% of respondents agree that he had to get achievements that are bigger than his friends. Then, as many as 70,7% of respondents strongly agreed that he had to achieve better than the achievements he had. Based on the results of interviews with respondents named Gustin, who has a desire to have achievements that are bigger than his friends', she obtained various academic achievements. She felt motivated to achieve better achievements when her friends reached achievements. According to Gustin, the way to achieve better achievements than before can be done by focusing on improving one's own abilities related to the achievements he had achieved.

The statements in tables 11 and 12 are related to McClelland's achievement motivation theory. Achievement motivation, according to McClelland, is defined as an effort to achieve success or success in competition with a standard of excellence, either in the form of other people's achievements or one's own achievements (Rahim, et al. 2021). Achievement itself can be acquired through competitions. The following are the respondents' responses to the statement that they tried to find information related to competitions on social media:

Table 13.

Respondents' Responses Regarding the Statement "I Try to find Information Related to Competitions on Social Media"

Category	Frequency	Percentage
Strongly disagree	2	5
Don't agree	112	28,6
Agree	231	58,9
Strongly agree	47	12
Total	392	100,0

Table 13 shows that most respondents stated that respondents find information related to the competition on social media. As many as 58,9% agree that respondents try to find information related to competitions on social media. She said that she often follows social media accounts whose posts share information about competitions such as *Lomba Gratisan* and *Olimpiade Sains Nasional*.

Relationship between Social Media Access and Achievement Motivation

Social media has a very important role in human life, especially in today’s era, because humans tend to need precise and accurate information to meet their needs. Social media plays an active role in influencing students’ motivation to achieve if the student experiences an imitation process. The imitation process on social media occurs when students see positive content; then they imitate positive content about achievements on the accounts they follow. In addition, social media can increase students’ motivation to achieve, namely by facilitating the learning process through easy access to learning materials. According to Suryaningsih (Gerungan, et al. 2023) the use of social media for students in the teaching and learning process can improve student learning achievement. This happens because social media has positive benefits, such is facilitating access to learning materials for school assignments and discussion materials from learning materials (Fitri in Irfan et al. 2019). Social media can influence students’ achievement motivation if students follow accounts related to achievements that they will use as role models. (Rahmawati, et al. 2021). At this stage, imitation behavior process will occur. In addition, social media makes it easier for students to get information to help the learning process. The relationship between social media access and achievement motivation can be seen in tables 14 and 15 as follows.

Table 14.

**Relationship between Social Media Access and Achievement Motivation
(Crosstab)**

Motivasi berprestasi			
Akses media sosial	Low	High	Total
Low	178 (56,7%)	136 (43,3%)	314 (100%)
High	29 (37,2%)	49 (62,8%)	78 (100%)
Total	207 (52,8%)	185 (47,2%)	392 (100%)

Table 14 shows that there is a relationship between social media access and students’ achievement motivation. Table 14 shows that most respondents with low social media access have low achievement motivation, as many as 178 respondents (56.7%). In contrast, respondents with high social media access had high achievement motivation, as many as 49 respondents (62.8%). Based on the results

of the Kendall tau b test on the social media access variable (X) with the achievement motivation variable (Y), the coefficient value is 0.156, the p value or significance of 0.002 indicates that the relationship between the two variables is very significant because the p value of 0.002 0.05 is at the 99% significance level (0.01). The analysis value indicates a low significant relationship between social media access and student achievement motivation, so H1, which reads "there is a positive relationship between social media access and student achievement motivation," is accepted. It can be concluded that social media access can play a role in influencing motivation for student achievement.

Social media can influence the way people think and motivate them to achieve through its role as a socialization agent. Respondents have achievement motivation because they follow the social media accounts of artists, idols, and influencers. The socialization process occurs through the processes of imitation, suggestion, identification, and sympathy. When respondents follow or listen to content from influencers, there will be a process of imitation, suggestion, identification, and sympathy. The process of imitation occurs when students see or listen to content from influencers, and students will tend to imitate or copy the behavior, lifestyle, or actions shown by the influencer. For example, if an influencer often shares effective study tips, then his or her followers may follow the tips.

The main role of influencers is to suggest people. The process of suggestion occurs when the content delivered by the influencer can give indirect suggestions or influences to their followers. For example, if an influencer talks about how he or she was able to go to high school despite having no money but was able to become a doctor, this can motivate his or her followers to study harder to achieve their goals.

The identification process occurs when students feel similar or related to the influencer, whether in terms of background, experience, or aspirations. This identification makes followers feel more connected and inspired by what the influencer has to say. For example, when seeing an excellent influencer, students will be encouraged to increase their efforts to achieve the same goal. Also, when followers see the influencer's success in academics, career, or other fields, followers tend to follow their footsteps and are motivated to be excellent in order to achieve similar results.

The admiration occurs when followers can feel sympathy for the influencer, either because of the personal stories shared or the values held by them. This

sympathy can lead to increased empathy and a desire to follow in their footsteps. For example, influencers often share personal stories about their struggles and successes in achieving success. Followers who feel sympathy and are emotionally connected to the story may be motivated to achieve because they see that success is possible despite facing many challenges.

CONCLUSION

In the era of globalization, social media is a phenomenon that occurs due to increasingly sophisticated technology. Social media can be accessed by all groups, especially students. Based on the results of the study, social media access has a positive relationship with student achievement motivation with a coefficient value of 0.156. The p-value or significance of 0.002 indicates that the relationship between the two variables is very significant because the p-value of 0.002 < 0.05 at the 99% significance level (0.01). Students who actively access social media tend to have high motivation to achieve. Most respondents have achievement motivation because they access social media, namely: accounts followed in the form of idols, artists, and influencers motivate students to raise achievement; social media helps students to obtain information about the subject matter; and social media helps them to gain information about competitions. A case in point, the Instagram platform has many accounts that post online competition information. Although social media has many positive benefits for achievement motivation, keep in mind that the high duration of social media use needs to be balanced with continuing to carry out academic activities, such as studying.

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