

Factors Influencing the Intention to Use Social Media as Interactive Learning among Polytechnic Hulu Terengganu's Students

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Abstract: Social media is one of the most widely used technology-based applications nowadays. Social media serves as an effective tool for facilitating interactive learning, contributing significantly to the achievement of several Sustainable Development Goals (SDGs), notably SDG 4 (Quality Education) and SDG 17 (Partnerships for the Goals). There are numerous reasons that influence students in using social media as interactive learning. Therefore, understanding the determinants that influence the intention to use social media among higher education students in Malaysia is essential. This study seeks to examine the factors affecting students' intention to use social media for interactive learning at Polytechnic Hulu Terengganu, guided by the Unified Theory of Acceptance and Use of Technology (UTAUT). With regard to the intention to utilize social media, the study also seeks to analyze the relationship between performance expectancy, effort expectancy, and social influence. This quantitative research approach was conducted through an online survey involving 93 accounting students from Polytechnic Hulu Terengganu, Terengganu, and the data were processed using SPSS version 28. The result showed that 93 students (100%) were familiar with the social media in their learning process. Meanwhile, the finding concluded that performance expectancy, effort expectancy and social influence have significant positive relationship with the intention to use social media as learning interactive. This research demonstrates that students prefer to use a learning tool that is user-friendly, quick, and widely available. Overall, the results could potentially benefit Politeknik Hulu Terengganu, the government, and facility providers by enabling them to offer online facilities to students.

Keywords: *Social media, interactive learning, performance expectancy, effort expectancy, social influence, intention to use, UTAUT theory*

1.0 INTRODUCTION

The expansion of Information and Communication Technology has resulted in enhanced efficiency in the transmission of course content. New social media technologies have changed society to such an extent that attempting to counteract their influence in the classroom is pointless. Social media is one of the most well-known and widely used technology-based applications. This use of technology is ingrained in daily life and has been used extensively, particularly in the domains of academia and education (Sulistiyorini, 2024).

Interactive learning focuses on active learning, incorporates experiential and computer-based learning, provides immediate feedback, and encourages reflection (Rusli et al., 2019). Interactive learning also provides a conducive environment for learners to interact with each other, in aspect of confidence, experience, and independence, all of which can be effectively applied in the classroom (Sulistiyorini, 2024). The application of digital technology in the education sector is highly beneficial because it can provide space and opportunities for educators and students to convey and understand course content (Sivakumar et al., 2023). In this regard, using social media is one of the appropriate tools to grab students' attention in learning.

Social media applications as learning tools can be obtained from various platforms, including Facebook, Instagram, Youtube, TikTok, and others. Additionally, social media platforms itself can offer tools that let users engage in activities and work together as it involves interactive learning and makes learning more approachable, interesting, and collaborative (Sulistiyorini, 2024). The utilization of social media and mobile devices offers both advantages and obstacles, particularly regarding access to course information, video clips, and the transfer of instructional materials (Ansari & Khan, 2020).

There are various reasons that influence students in suing social media for their learnings. In educational institutions, students are generally able to communicate with their mentors, access course materials, customize their learning experiences, and construct student communities using social media platforms (Ansari & Khan, 2020). Consequently, it is essential to comprehend the factors affecting Malaysian undergraduate students' intentions for using social media. The purpose of this study is to investigate all the elements that affect Polytechnic Hulu Terengganu students' intentions to utilize social media for interactive learning.

Three goals were established for this study, which are: (1) to investigate the relationship between performance expectancy and the intention to use social media among Polytechnic Hulu Terengganu's students ; (2) to investigate the relationship between effort expectancy and the intention to use social media among Polytechnic Hulu Terengganu's students; and (3) to investigate the relationship between social influence and the intention to use social media among Polytechnic Hulu Terengganu's students.

This study's generalization will greatly advance our understanding of the variables affecting Polytechnic Hulu Terengganu students' intentions to use social media for collaborative learning. Furthermore, this study's conclusions might be very important and beneficial for a number of reasons. Through the sharing of course materials, collaborative learning, and peer and instructor interaction, the study's expected result will also demonstrate how social media may be used to boost student independence and morale. It would be helpful to the business sector when developing plans for using social media for interactive education.

This study uses the UTAUT (Unified Theory of Acceptance and usage of Technology) Framework to provide a more accurate understanding of the usage of social media in the learning process and to provide a deeper understanding of the elements that impact students' intentions to use social media.

1.1 UTAUT (Unified Theory of Acceptance and Use of Technology)

The UTAUT theoretical model suggests that a person's intention to use technology directly influences their actual usage. This intention is shaped by four key factors, which are; social influence, performance expectancy, effort expectancy, and facilitating conditions. Age, gender, experience, and the degree of voluntary use all act as moderating factors that affect the impact of the predictors (Venkatesh et al., 2003). Furthermore, managers may find this model to be a helpful tool in assessing the effectiveness of new technologies (Aytekin et al., 2022). Study by Evie Ariadne et al. (2023) aiming to determine which UTAUT model applications were utilized during the pandemic, investigate the options and techniques employed, evaluate the global impact, and comprehend the variables affecting ICT adoption.

2.0 LITERATURE REVIEWS

2.1 Intention to Use Social Media (ITU)

Intention to use (ITU) describes the customer's willingness to use the product (Nguyen et al., 2020) and also refers to the adoption of products and services can be understood through aspects such as their implementation, habit, practical application, or the extent to which they meet user needs (Jusoh & Jing, 2019). Interest in using e-wallets is explained as someone's intention to use it as a payment method (Wardana et al., 2022). Intention is often being used to understand how attitude can influence actual behaviour and how negative attitude would lead to unfavorable intention and behaviours (Tan et al., 2019). People utilize social media platforms to pass the time and have fun. They do this by talking with others, discussing things, and investigating strategies for marketing (Yuan et al., 2021; Michael et al., 2018). In addition, postgraduate students used social media sites like LinkedIn, Technorah, Blogger, Flickr, Myspace, Instagram, and others. They also had favorable perceptions of social media and intended to use it for learning (Michael et al., 2018).

2.2 Performance Expectancy (PE)

Performance expectancy is a person's perception of how beneficial a particular technology will be for completing a particular task or activity (Venkatesh et al., 2003). Performance expectancy also can be defined as the belief that the proposed technology will allow users to make more accurate assumptions (Mahmood et al., 2023). Globally, technology adoption rates are impacted by performance expectancy, which differs depending on cultural context, according to cross-cultural (Gonzalez et al., 2020).

2.3 Effort Expectancy (EE)

Another crucial element that is regularly discovered to be a powerful predictor of behavioural intention is effort expectancy (Venkatesh et al., 2003). The degree of convenience with which a given system or technology can be implemented influences the behavioral intention of using it, in both mandatory and voluntary situations. Effort expectancy in the context of wearable and mobile devices, which found that reducing perceived effort and improving user acceptance of these technologies can be achieved by optimizing interactions and offering clear feedback (Yang et al., 2022).

2.4 Social Influence (SI)

The third component of the UTAUT theory is social influence. It represents the degree to which a person perceives social pressure from others to engage with the new system (Venkatesh et al., 2003). Social influence is still a very effective indicator of intentions on social media. Users' decisions to sign up for or continue using social media platforms are greatly influenced by peer pressure, influencer endorsements, and social norms (Wang & Lin, 2011).

2.5 Conceptual Framework

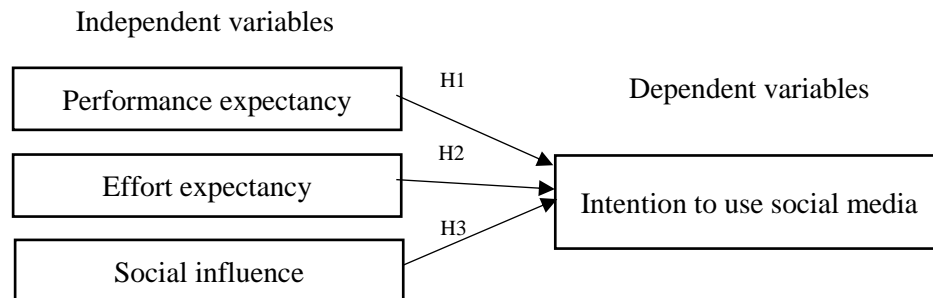


Figure 1.1: *The study's research framework*

2.6 Hypothesis Development

Many studies have examined PE as an independent variable on the intended actions of users of a specific technology or system (Evie Ariadne et al., 2023). Performance expectancy have a significant positive impact on the adoption of social media (Che Nawi et al., 2019). Performance expectancy, which involves the expectation that social media will improve understanding and engagement through interactive content and peer collaboration, influences students' intention to use these platforms for interactive learning significantly (Yang et al., 2022). This is greatly influenced by how students view social media's ability to improve learning outcomes. Therefore, the hypothesis is:

H1: Performance expectancy has a significant relationship with the intention to use social media.

A prior study found that students' behavioural intention to utilize e-learning may be positively impacted if they believe it to be easy to use and requires little effort (Hunde et al., 2022). Users' intention to use social media is strongly affected by effort expectancy because they are more likely to intend to utilize platforms that they perceive to take less cognitive effort, such as those with user-friendly interfaces (Rahman et al., 2020). Hence, it can be hypothesised as below:

H2: Effort expectancy has a significant relationship with the intention to use social media.

Several studies show that students' intentions to use social media for collaborative learning are strongly predicted by social influence Rahman et al. (2020) stated that social influences, including parents, teachers, and peer students, can affect students' intention and that it is important to include social impact into their model. Hence the following hypotheses are generated:

H3: Social influence has a significant relationship with the intention to use social media.

3.0 METHODOLOGY

Quantitative research is a deductive method used in this study. The sample size and population, which consisted of 93 accounting students, were obtained via the Polytechnic

Student Recruitment Portal for Session I 2023/2024. A questionnaire including a series of structured questions based on the established variables is distributed in order to perform a research survey on the samples. This study focused on respondents who use social media by employing specific questions and a self-administered questionnaire. The online survey was administered using Google Form. The Polytechnic Hulu Terengganu students were given a questionnaire consisting of 23 items, divided into three sections: 5 questions for Section A, 4 questions for Section B, and 14 questions for Section C. The respondent's profile, which includes information on gender, age, e-wallet usage, frequency of usage, and experience, is presented in Section A. The intention to use a social media is the dependent variable in Section B, and performance expectancy, effort expectancy and social influence are the independent factors in Section C. In this study, a five-point Likert scale was used, where 1 represented strong disagreement and 5 indicated strong agreement.

4.0 DATA ANALYSIS AND FINDINGS

Demographically, most of the respondents who responded were female (83.9%) at aged between 18-20 years old (93.6%) and users of social media for learning (94.7%). Most of the respondents have experienced in using social media for more than 1 year (75.3%). The kinds of social media mostly used for learning were Whatsapp (91.7%), Youtube (80.6%) and Tik Tok (69.4%).

A reliability test was then conducted on the dimension's net items to ascertain the measurement items' internal correctness. Table 1 presents the outcome. Given that all of the constructs' Cronbach's Alpha values exceed Hair's (2016) recommended minimum value of 0.6. As a result, every value in this investigation was deemed acceptable and reliable for additional examination.

Table 1: Realibility analysis

Reliability Coefficients	Cronbach's Alpha	N of Items
Performance Expectancy	0.967	5
Effort Expectancy	0.856	5
Social Influence	0.887	4
Intention to Use	0.925	4

Correlation analysis, commonly referred to as Pearson correlation, is used to describe the direction of the linear relationship between two variables. This study examined the relationship between the independent variables; performance expectancy, effort expectancy, and social influence and the dependent variable; intention to use social media for interactive learning. The degree of correlation is demonstrated by three relationships: high ($r = \pm 0.50$ to 1.00), moderate ($r = \pm 0.30$ to 0.49) and weak ($r = \pm 0.10$ to 0.29) (Pallant, 2016).

Table 2: Pearson Correlation

		PE	EE	SI	ITU
PE	Pearson Correlation	1	.894**	.835**	.862**
	Sig. (2-tailed)		<0.001	<0.001	<0.001
EE	Pearson Correlation	.894**	1	.840**	.857**
	Sig. (2-tailed)	<0.001		<0.001	<0.001

SI	Pearson Correlation	.835**	.840**	1	.903**
	Sig. (2-tailed)	<0.001	<0.001		<0.001
ITU	Pearson Correlation	.862**	.857**	.903**	1
	Sig. (2-tailed)	<0.001	<0.001	<0.001	

**, Correlation is significant at the 0.01 level (2-tailed).

Therefore, the correlation's results illustrate the association between PE, EE, SI and intention to use social media. Table 2 summarises that all variables; PE, EE and SI have strong positive correlation to the intention to use social medias as interactive learning among higher education students since the correlation value is more than 0.5.

The correlation between the variables was then examined using a multiple regression analysis, as shown in Table 3.

Table 3: Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	β	Std. Error	Beta	t	
1	-0.152	0.192		-0.790	0.432
(Constant)					
PE	0.258	0.100	0.244	2.580	0.012
EE	0.218	0.121	0.273	1.981	0.045
SI	0.579	0.081	0.554	7.114	<0.001

a. Dependent Variable: ITU

Their β value shows how the independent factors affect the dependent variable. Multiple regression analysis proved that all of the assumptions were supported. PE has a significant positive correlation with intention to use (coefficient $\beta = 0.258$, $t = 2.580$, $p < 0.05$). Thus, H1 is therefore supported. The results indicated a strong positive correlation between EE and intention to use (coefficient $\beta = 0.218$, $t = 1.981$, $p < 0.05$). H2 is therefore supported. Finally, the results showed that SI has a significant positive relationship with intention to use (coefficient $\beta = 0.579$, $t = 7.114$, $p < 0.001$). Hence, H3 is supported.

5.0 DISCUSSION AND CONCLUSIONS

The analysis results revealed a positive relationship between PE of students at Polytechnic Hulu Terengganu and their intention to use social media for interactive learning. According to earlier research (Evie Ariadne et al. 2023; Che Nawi et al., 2019; Yang et al., 2022), the results are in line with the significant correlation between the two variables. During a pandemic, performance expectancy is the primary element driving the behavioral intents of users of a specific system or technology. because it is accepted as normal for people to use these tools to support, facilitate, and encourage their work in times of crisis (Evie Ariadne et al. 2023). The results show that every respondent agreed that using social media such as e.g., discussion forums, academic YouTube channels, or collaborative tools like Google Docs via

social platforms will help them better understand course materials or improve grades, hence they are more likely to intend to utilize it for learning purposes.

Finding from the analysis revealed that EE and intention to use social media as learning interactive among Polytechnic Hulu Terengganu's students have a positive relationship. The findings showed that every respondent agreed with every assertion made about EE in the social media application. The findings align with previous studies (Evie Ariadne et al. 2023; Hunde et al., 2022; Rahman et al., 2020). The results suggest that majority respondents perceive social media platforms as easy to use, accessible, and user-friendly, which increases the likelihood of them having positive intentions to continue using these platforms. Therefore, as the hypotheses are consistent with existing studies, the relationship between EE and intention to use social media as learning interactive is supported.

Findings indicated that SI and intention to use social media as learning interactive among Polytechnic Hulu Terengganu's students have a positive relationship. This study supports several prior studies (Evie Ariadne et al. 2023; Rahman et al., 2020). Thus, the relationship between SI and intention to utilize social media as an interactive learning tool is supported because the hypotheses align with the previous study. In view of SI on the intention to use social media as learning interactive in Polytechnic Hulu Terengganu, students perceive social media as more acceptable and are more likely to use it if their teachers include it in their lessons or make it a requirement.

The results of the study can be used in many contexts. Information about students' awareness of using social media as learning interactive and the factors influencing their intention to use the service are provided by this study. This study found that students' intentions to use social media as an interactive learning tool are highly impacted by PE, EE, and SI. This study therefore serves as a wake-up call to lecturers, educators, higher academic institutions, content creators, service providers and government regarding contents on social media for learning.

Therefore, to improve the use of social media as interactive learning, institutions and lecturers should always be prepared with interesting learning content and knowledge in terms of technology to produce such content. The variety of teaching methods used can motivate students to explore the advantages of social media for learning. In addition, content creators also need to play a role to produce content that is scientific and can provide additional knowledge to students in particular. However, government intervention in filtering content uploaded on social media must also be implemented to ensure the quality of the contents. Good contents should have a positive impact on users.

Furthermore, future researchers looking to explore the factors influencing social media as learning interactive may find this study to be helpful. Other researchers can also combine several strategies or use qualitative methods to get in-depth feedback from study participants.

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