

MOTIVES AND GRATIFICATIONS OF BOGOR STUDENTS IN USING THE INTERNET

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Abstract. Bogor City has 11 tertiary institutions consisting of 2 polytechnics, 3 academies, 3 colleges, and 3 universities. Students in Bogor as internet users have certain motives and gratifications to fulfil their needs for informational exchange. Students will decide or not decide to use the internet. In this case, it is certainly influenced by some motives. This qualitative research employs a descriptive survey method. It took place in Bogor Higher Education Institutions which include universities and institutes which provide academic and higher professional education, and academies and polytechnics which only provide the latter. Sampling techniques employed in this research is probability sampling and cluster sampling. Based on the Slovin formula, the determination of a minimum sample by setting precision of 10% (0.1), is 100 people. Then it divides the portions between students from universities and institutes with students from polytechnics and academies about 50% of each. Data collection techniques used in this research include questionnaires, interviews, observation, and literature review. The research results show that there are differences in motives and gratifications between academy students and university students using the internet. The differences are seen in the motives and gratification of information, motives, and gratification of social integration and interaction, motives and gratification of entertainment, as well as motives and gratification of personal identities in using five internet services which include messaging applications, social media, electronic mail, search engines, and video streaming

Keywords: motives; gratifications; students; bogor city; and using the internet

I. INTRODUCTION

In 2017 the internet users in Indonesia has increased. There is a total of 143.26 million of people who access the internet out of 262 million Indonesian population. Most of the internet users (72,41%) are from the urban area. Java Island, one of the Indonesian islands, gives the largest percentage which is 58,08%. The dominant age is around 19 to 34 years old with a percentage of 49,52%. In accessing the internet, the urbanites are more likely to use smartphones or tablets with a percentage of 59.31% while the people of the rural-urban area are 59.67%. The duration of internet usage per day is 1 to 3 hours (43,89%). Also, 65,98% of the users access it every day in a week. The most accessed services are messaging applications (89.35%), social media (87.13%), search engines (74.84%), video downloading (70.23%) and electronic mails (33.58 %.). When it comes to the importance of internet security, 61,38% of internet users maintain data confidentiality and 58, 25% of internet users install the anti-virus (APJII [1]).

Bogor City is classified as an urban-rural fringe (city and district). It is an administrative region that balances activities in both the agricultural sectors and the non-agricultural sectors. One of the non-agricultural sectors is the education sector where Bogor has 11 tertiary institutions consisting of 2 polytechnics, 3 academies, 3 colleges, and 3 universities. Universities and Colleges provide academic and/or vocational education while Polytechnics and Academics only provide vocational education. The research subject is the students aged 19 to 25 years old who are

dominated in using the internet. Moreover, the students as internet users have some motives to fulfil their needs for informational exchange. Thus, it encourages them to do an action. They look for gratification or some things they want. Students as the user will decide or not decide to use the internet. In this case, it is certainly influenced by some motives.

This research is essential as it refers to Industry 4.0. It is a new phase in the Industrial Revolution that marries physical production and operation with digital technology and big data. In this phase, the internet is utilized as a solution for the internet of things (IoT), artificial intelligence (AI) and various kinds of internet technologies for industries. On top of that, this research is conducted to motives and gratifications among students in using the internet. The questions will be directed in observing the motives as well as the gratifications between students of academic education and students of vocational education. Likewise, the answers perhaps will show different results among the students. Following this, the researchers want to find out "Motives and Gratification among Bogor Students in Using the Internet".

This research investigates the motives and the gratifications among the students of academic education and the students of vocational education in using the internet. According to McQuail in Kriyantono [6], there are four motives in using media, namely information, personal identity, integration and social interaction, and entertainment. On the other hand, there are two kinds of gratification in using internet, namely, gratification sought and gratification

obtained. Gratification Sought is the expected gratification that is obtained from consuming media while gratification obtained is the real gratification that is obtained after consuming media.

Mass media is a supportive tool for a human to fulfil their needs for information as well as entertainment. Nowadays there are many mass media and one of them is the internet. The use of media is explained by Rosengreen (1971 in Imran [2]) that mentions an individual factor in using media, namely a motive. A motive is every step, encouragement and all attitude aimed at fulfilling their needs (Innova[3]).

According to Santoso and Setiansah [4], the uses and gratifications theory explains that the active audiences can select which media should be used to satisfy their needs so that they could refuse the information given by media if they do not need it. In addition, the model of uses and gratifications shows that it is not how media shifts public attitudes and behavior as the main consideration per se, but it is how media could fulfil both of individual and public needs (Nurudin, [5]). Moreover, Kriyantono [6] adds that an approach to uses and gratifications focuses on the framework underlying the motives as well as the gratification of needs through mass communication.

Mc.Quail in Kriyantono [6] suggests that there are four motives of media consumption in the theory of mass communication, as follow 1. Motive of Information, 2. Motive of Personal Identity, 3. Motive of Integration and social interaction. 4. Motive of Entertainment.

There is gratification acquired for using media. It is divided into two kinds which are gratification sought and gratification obtained. Palmgreen in Kriyantono [6] states that gratification sought is a desirable gratification for each person when s/he uses certain media whereas gratification obtained is a real gratification obtained by a person in fulfilling her/his certain needs after s/he uses the media.

According to Kriyantono [6] gratification can be categorized as follows: 1. Gratification of Information, 2. Gratification of Personal Identity, 3. Gratification of Integration and Social Interaction, 4. Gratification of Entertainment.

The users can be said to have the gratification of entertainment if they could extricate themselves from the problems. Various motives for using mass media can cause satisfaction or dissatisfaction. Every internet user has a different level of satisfaction in fulfilling their needs. It relies on the internet as a means of fulfilling the users' needs in accordance with the motives in searching for information.

In accordance with Palmgreen Model for the Uses and Gratification Approach, the researchers examine the extent of the gratification discrepancy which is acquired by the users in searching for information on the internet. According to Kriyantoro [6], the analysis can be conducted by comparing the two observed concepts namely Gratification Sought (GS) and Gratification Obtained (GO) in order to notify the user's gratification based on the discrepancy between GS and GO. Thus, we can identify the users' gratification with them. In other words, the

discrepancy gratification is the distinction between gratification that is sought from the use of a medium and obtained as a result of media use. If the discrepancy is fewer, the gratification gets greater. The indicators of discrepancy gratification as follows:

1. If the GS mean score is greater than the GO mean score ($GS > GO$),
2. If the GS mean score is equal to the GO mean score ($GS = GO$),
3. If the GS mean score is fewer than the GO mean score ($GS < GO$),

The greater mean score of discrepancy gratification means the fewer unsatisfactory level of the information sought by the internet users. Conversely, the fewer mean score of discrepancy gratification means the greater satisfactory level of the information sought by the internet users. Hence, the motives greatly affect the users' satisfactory level in accessing information.

There are three journals related to this research. The first journal is written by Cortesi [7] from Harvard University with the theme of 'Youth Online and News'. She conducted the research with a phenomenological approach toward the diversity that addresses various developments in digital networks, including trends related to browsing, sharing, and creating information. It may be useful as a starting point for discussing problems and solutions related to the differentiated aspect of the diversity concept. Along with this case study of youth interaction with online news, this article analyzes the spectrum of transformation: transforming the news definition, transforming news reading, social developments in media practices, and developed genres (such as memes). The youths search for news online because of source diversity, content diversity, and exposure diversity.

The second journal is written by Shin [8] from City University Hongkong with the theme of Internet Use, Freedom Supply, and Demand for the Internet. The results show three major findings. First, the use of the internet is a positive prediction of internet freedom. Second, the supply of freedom (number of internet freedom in a country) and individual perceptions toward the supply of freedom, in particular, are found to be negatively related to people's demands for internet freedom and internet control, which partially people support the balance. Finally, the statistical results of the interaction analysis show the impacts of the internet usage on a demand for freedom and internet control depends on the supply of freedom felt by people in their respective countries.

The third related research is conducted by Alamsyah [9] from Universitas Pakuan with the theme of "The Correlation between Public Reliances and News from Mass Media with The Culture of Comparing Information." "The results state that most of the respondents give the answers that they do not have thought about the communicator in consuming the news. They have more tendency to focus on delivered news content rather than understanding who delivering the news. All things considered, the researchers

suspect there is a correlation between motives and gratifications of students in Bogor City in using the internet.

II. RESEARCH METHODS

The research took place in Bogor Higher Education Institutions which include universities, institutes, academies, and polytechnics. These institutions are selected because of some consideration. Universities and institutes are known in Indonesia as institutions that provide academic and higher professional education, while academies, colleges, and polytechnics only provide the latter. Also, those educational institutions are located in the administrative area of the Bogor City government. Furthermore, the academic and higher professional education system leads the students to the mastery and the development of sciences, technologies, and arts. While academies, colleges, and polytechnics have an educational system that leads the students to the mastery of certain applied skills.

This research has been conducted to explain and describe the observed phenomenon that is the difference between gratification sought and gratification obtained for using the internet among students from universities and students from vocational colleges. This qualitative research employs a descriptive survey method. The observations conducted are expected to explain the gratification sought and the gratification obtained among Bogor students for using the internet.

Based on the data from the government of Bogor City in 2018, the number of universities and institutes students was 42.649 and the number of polytechnic and academy students was 1985.

The data analysis techniques employed in this research are the analysis of variance (ANOVA) and the analysis of the gap. The ANOVA comparative analysis technique in this research is the comparison between two samples, namely University and Institutes students and Polytechnic and Academy students. Whereas the Gap analysis technique is used as the comparison between gratification sought and gratification obtained. The inferential statistic is a statistical technique used to analyze the sampling data and the results are applied to the population (Sugiyono [10]).

III. RESULTS AND DISCUSSION

Students have particular motives to do an action in using the internet. It relies on the need for information. There are motives which encourage students to use the media and gratifications which are sought by students as the internet users. Their preferences in using the internet will certainly be influenced by certain causes. Therefore, it depends on the motives in fulfilling a number of needs.

Based on the data collection, the students who are chosen as research subjects are students from universities and academies. It comes from a consideration that the university provides academic and vocational education while

the academy only provides vocational education. Moreover, the characteristics of respondents in this research are:

A. Gender

The students who are respondents in this research are those who study in universities and academies located at Bogor City. There are 60 students who are selected from universities and 60 students who are selected from academies. They are asked to fill the research questionnaire. Furthermore, based on the data of APJII [1] states that males use the internet more often, and it is inversely proportional to the research data in which females coming in academies are greater than men. The reason for this case because there was a holiday when the data were collected at that time. The female students came to the campus just for doing common student activities.

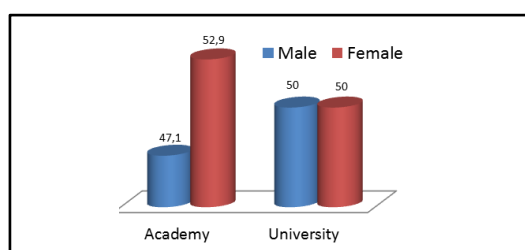


Fig. 1 Respondent Gender

Based on the data presented in the diagram above, it seems clear that the female respondents (52,9%) are greater in number than male respondents (47,1 %) from academies. While there is an equal ratio from university students which are 50 percent of male respondents and 50 percent of female students.

B. Study Level

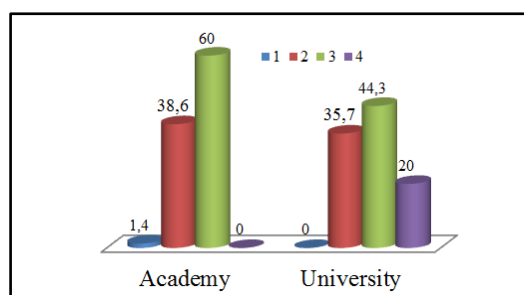


Fig 2. Study Level

The students as respondents in this research are also categorized by their study level. There are first-year students, second-year students, third-year students, and fourth-year students. Based on the data of academy students presented in the diagram, the results show 1,4 percent of first-year students, 38,6 percent of second-year students, 60 percent of third-year students and 0 percent of fourth-year students. The 0 percent of students is caused by the study period in the academy that is only up to 3 years. Third-year students use the internet more often as it is information support facilities for the purposes of their final research.

Moreover, based on the data of university students presented in the diagram, the results show 0 percent of first-year students, 35,7 percent of second-year students, 44,3 percent of third-year students and 20 percent of fourth-year students. The highest percentage of internet users is from third-year students as they need the internet to support their field recognition activities

C. Duration

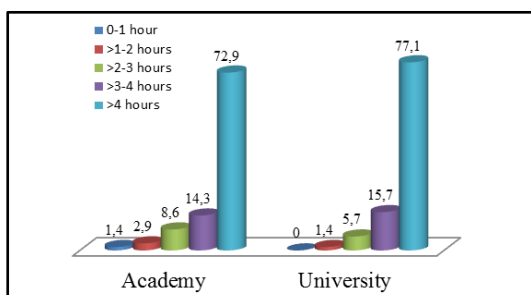


Fig 3. Duration

As can be seen from the diagram above, it is obtained the result of the duration which the student spends on accessing internet service. The duration here is divided into five periods of time, which are 0 – 1 hour, 1 – 2 hours, 2 – 3 hours, 3 – 4 hours, and above 4 hours. Related to the results obtained from academy students, it shows 1,4 percent of students use the internet for 0 – 1 hour, 2,9 percent of students use the internet for more than 1 – 2 hours, 8,6 percent of students use the internet for more than 2 – 3 hours, 14,3 percent of students use the internet for more than 3 – 4 hours and 72,9 percent of students use the internet for more than 4 hours. Likewise, the results show that university students share a similar percentage with academy students. 0 percent of students use the internet for 0 – 1 hour. 1,4 percent of students use the internet for more than 1 – 2 hours. 5,7 percent of students use the internet for more than 2 – 3 hours. 15,7 percent of students use the internet for more than 3 – 4 hours and 77,1 percent of students use the internet for more than 4 hours.

From the two diagrams above it can be concluded that the majority of students use the internet for more than 4 hours for various purposes. This statement is supported by the results of the APJII survey [1] concerning the duration of internet usage per day which reached 29.63 percent of them accessing for 4-7 hours. In addition, there are also other APJII survey [1] results regarding the use of the internet in the field of education to read articles as much as 55.30 percent. Obviously the activity of reading this article is the student routines.

D. Age

The diagram above presents the ages of students as active internet users. The minimum age of academy students is 18 years old and the maximum age is 22 years old. However, the average age of academic students who are active in using the internet is 19 years old. On the other hand,

the minimum age of university students is 18 years old and the maximum age is 24 years.

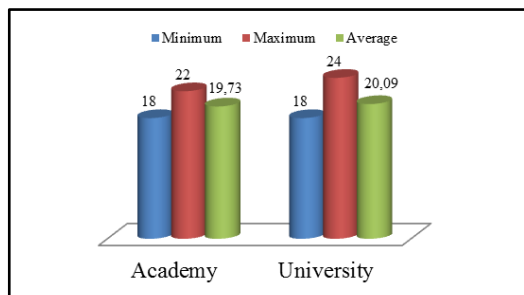


Fig. 4 Age

Also, the average age of university students as internet users is 19 years old. Most internet users who are academy students are at the age of 22 years and university students are 24 years old. It is also proven by APJII [1] regarding the composition of internet users based on age at most in the 19 – 34 years range of 49.52 percent. In this age range, the productive ages, many activities require the help of an internet facility. It can be for educational purposes, financial purposes, and entertainment purposes. Other survey data sourced from the Ministry of Communication and Information also mentioned the same thing that in the age range of 20-29 years old, 60,15 percent are active internet users.

E. Allowances

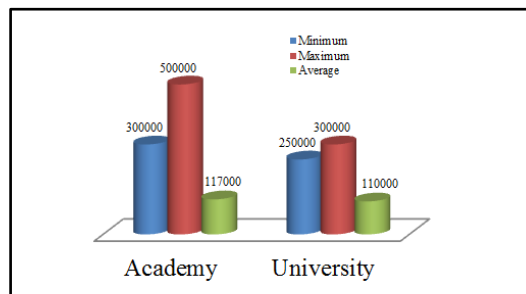


Fig. 5 Allowances

In the survey conducted, students mention their allowance per month and it is presented in the diagram above. It is known that most academy students have an allowance of Rp 300,000 per month and most others have an allowance of Rp 500,000 per month. However, the average academy student has an allowance in the range of Rp 117,000. For university students, most of them have an allowance of Rp 300,000 per month and few of them have an allowance of Rp 250,000 per month. However, the average academy students have an allowance in the range of Rp 110,000 per month.

It can be concluded from the diagram above that most of academy students have an allowance of Rp. 500,000 per month and most of the university students have an allowance of Rp. 300,000 per month. Academy students have more allowances than university students because they conduct

more practical activities than university students. As reported in the blog of *Ruangguru*, the university levels teach more theoretical things than practical things. Therefore, practical activities require more funds than learning activities in the classroom.

F. Internet Services

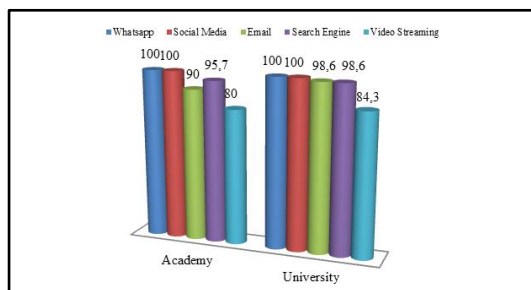


Fig. 6 Internet Services

Based on the data presented in the diagram above, it is known that there are several internet services that are usually used by students for various purposes, both communication and just for entertainment. For academy students, all of them have used the *Whatsapp* messaging application and some social media with a percentage of 100 percent. The rest, only 95.7 percent use search engines, 90 percent use email, and 80 percent of them have accessed video streaming. Compare that to university students who utilize more internet services with 100 percent use the *Whatsapp* messaging application and social media. However, some others have used email and search engines as much as 98.6 percent and video streaming as much as 84.3 percent.

Based on these data, the same results are obtained. All respondents have used the WhatsApp messaging application service and social media. This also can be proven through APJII Survey [1] regarding internet services that 89.35 percent of respondents frequently use messaging applications and 87.13 percent of them use social media. In addition, according to the survey results of ICT Use conducted by the Ministry of Communication and Information Technology also stated that 63.74 percent of 4238 respondents do communication activities via the internet.

G. The Uses of Internet with Other Media

The bar chart above shows the respondent's behaviour towards the use of internet services compared to other media, such as televisions, newspapers, radios, and magazines. Thus, the results show that 65,7 percent of academy students use the internet more than any media, 22 percent of them use the internet almost the same as other media, and 2 percent of them use the internet at the very least. Comparatively, 42 percent of university students spend more time using the internet, 26 percent of them spend time using the internet almost the same as using other media, and the remaining 2 percent of them are the least in using the internet.

Therefore, there are striking results that the majority of academy students and university students spend more

time using internet services than television, newspapers, radio, and magazines.

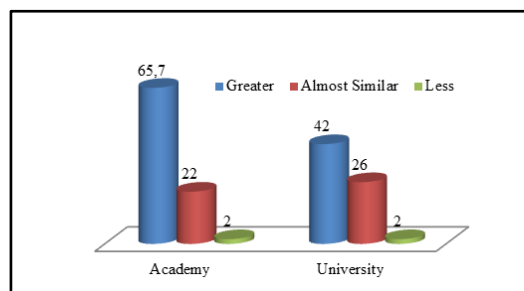


Fig.7 The Uses of Internet with Other Media

This is confirmed by the results of a Nielsen Consumer Media View survey conducted in 11 cities in Indonesia. Television penetration is still leading with 96 percent, followed by Outdoor Media (53%), Internet (44%), Radio (37%), Newspapers (7%), Tabloids and Magazines (3%). The existence of the internet as a medium with a high level of penetration is an indication that Indonesian people are increasingly fond of accessing various content through digital media.

Based on the Nielsen Cross-Platform survey in 2017, there has been an increase in internet access by netizens in almost all places. Some places here are Public Vehicles (53%), Cafes or Restaurants (51%), even at concerts (24%). Homes and Workplaces also become places where netizens access the internet more often than other media. This increasing number in accessing digital media is compared to the data of 2015.

Although the television penetration is higher, the development of internet penetration continues to increase every year. This indicates that the internet can shift the position of television in all sphere of life because of its practical nature.

Motives and Gratification of Bogor Students in Using the Internet

A wealth of information makes people have to choose and determine what kind of information they search and need so that they have a motive for what information they need on the internet and the gratification they expect. The theory used in this research is the uses and gratification theory. There are four motives for media consumption proposed by McQuail in Kriyantono [6], namely the motive of information, the motive of personal identity, the motive of integration and social interaction, and the motive of entertainment. information motives, personal identity motives, integration motives and social interactions as well as entertainment motives.

1. Motive of Information

Student respondents from both academies and universities stated that there are a number of informational motives when they access the internet services. Based on the diagram above, it is obtained the average values of the academy students who have the motive of information via

some internet services such as messaging application, social media, electronic mail, search engine, and video streaming. The messaging application averages at 2.76. The social media averages at 3.29. The electronic mail averages at 2.70. The search engine averages at 3.44 and video streaming averages at 3.22. Meanwhile, the mean scores of the university students who use messaging application is 2.82; social media is 3.20, electronic mail is 2.39, a search engine is 3.21, and video streaming is 3.02.

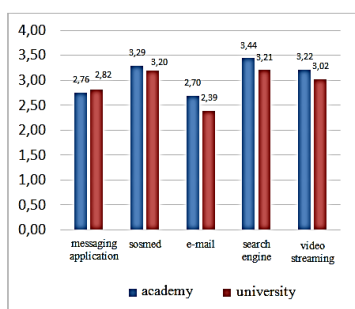


Fig.8 Mean Score of Motive of Information

This research finds a fact that 100 respondents both from academies and universities have a dominant motive of information in using search engines. It can be seen from the diagram that the mean score of academy students using the search engine is 3,44 which put into the high category. While the mean score of university students using a search engine is 3,21 which put into a high category. The reason is that students use a search engine as a media to search for information in the form of facts, news, ideas, and knowledge, as well as verification tools for information that have been obtained previously. This statement is supported by the data released by the Ministry of Information and Communication, that 80 percent of internet users in Indonesia consists of adolescents with an age range of 15-19 years.

2. Motive of Personal Identity

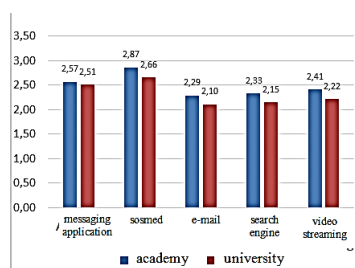


Fig. 9 Mean Score of Motive of Personal Identity

Regarding the motive of personal identity, it is known that the students from both academies and universities have motives of personal identity for different media. Firstly, the motive of the personal identity of academy students using messaging applications averages at 2,57, social media average at 2,87, electronic mail average at 2.29, search engine average at 2.33, and video streaming average at 2.41.

Secondly, the motive of personal identity of university students using messaging applications averages at 2,51, social media average at 2,66, electronic mail average at 2.10, search engine average at 2.15, and video streaming average at 2.22.

Based on the diagram above, it can be seen that for academy students, the motives of personal identity in using social media arrive at the average of 2.87, put into a high category. The same thing happened to university students. The motive of personal identity in using social media arrive at highest average of 2.66, put into a high category. Social media has the highest average. The students use it to update their status and make comments, adjust themselves to their surroundings, upload photos and videos, store the important data in the form of photos and videos. It is also found the students use social media to abdicate their responsibility and to postpone tasks that must be completed first.

The free feelings offered by social media make someone tend to openly express themselves. Moreover, social media has a feature to respond to someone's uploads. This is what will stimulate a person to gain popularity so that it becomes a strong stimulus to continue to be active on social media. Besides that, social media is also used to describe the self-image that people want to show to others.

3. Motive of Integration and Social Interaction

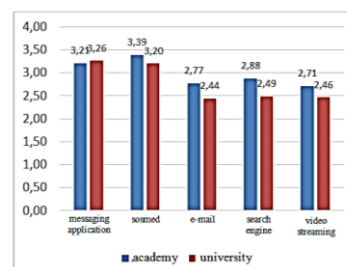


Fig 10. Mean Score of Motive of Integration and Social Interaction

The data processing results show the motives of integration and social interaction for academy students and university students in using different media, then mapped into the diagram above. It can be known that the motives of integration and social interaction for academy students in using messaging application arrive at the average of 3.2, social media arrive at the average of 3.39, electronic mails arrive at the average of 2.77, search engines arrive at the average of 2.88, and video streaming arrive at the average of 2.71. Meanwhile, the university students who use messaging applications arrive at an average of 3.26; social media arrive at an average of 3.20, electronic mails arrive at an average of 2.44, search engines arrive at an average of 2.49, and video streaming arrive at the average of 2.46.

Based on the diagram above, it is clearly seen that for academy students, the motives of integration and social interaction in using social media arrive at an average of 3.39, put into the highest category. On the contrary, for university students, the motives of integration and social interaction in

using messaging applications arrive at an average of 3.26, put into the highest category. It can be described that the academy students use social media to manage good relationships with relatives or friends, to facilitate the communication and information network, to meet acquaintances, and to find a topic for discussion or conversation. On the other hand, university students are more inclined to use messaging applications as its nature is more personal and intimate.

There is research conducted with 30 female students as the subject. It is found that 70 percent of them become addicted to social media because of the benefits. Social media can facilitate communication, become promotion media, and add network relations. The practicality and convenience of social media have made many students rely on it.

4. Motive of Entertainment

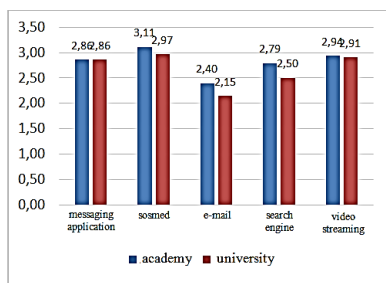


Fig. 11 Mean Score of Motive of Entertainment

The respondents who are students from both academies and universities stated that they access internet services because they are influenced by the motive of entertainment. These results have been described as the data shown in the diagram above. For academy students, the motives of entertainment influence various activities of internet usage in which it is shown by the distribution of mean scores as follows: messaging applications at 2.86, social media at 3.11, electronic mail at 2.40, search engines at 2.79, and video streaming at 2.94. Meanwhile, for university students, the distribution of mean scores is as follows: messaging application at 2.86, social media at 2.97.

Taking those results into consideration, the highest mean score is obtained from the data of academy students and university students using social media which are 3.11 and 2.97. Overall the motives of using social media are seeking entertainment, relaxing, alleviating problems, sparing time, and releasing emotions through the available features.

Accessing social media is not only caused by the need to communicate or build a relationship. However, the motive of entertainment can also be a factor for using social media. Social media provide various contents such as artistic photos which can be created by fellow users, podcast content, live streams, infographic images, and even digital comics like *Webtoon*.

There are gratifications obtained for using the media. It is divided into two which are gratification sought and

gratification obtained. Palmgreen in Kriyantono [6], states gratification sought is a desirable gratification for each person when s/he uses certain media whereas gratification obtained is a real gratification obtained by a person in fulfilling her/his certain needs after s/he uses the media.

5. Gratification of Information

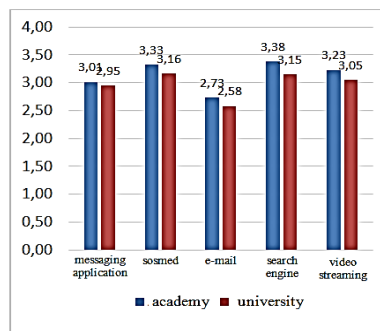


Fig. 12 Mean Score of Gratification of Information

Outside of the aspect of motives, it is also shown the processed data from the aspect of gratification. The first is the gratification of entertainment. The results obtained are shown in the diagram above. Academy students get the gratification of information from various media available on the internet with details of the mean scores as follows: messaging application at 3.01, social media at 3.33, electronic mails at 2.73, search engine at 3.38, and streaming video at 3.23. On the other hand, university students get the gratification of information from various media available on the internet with details of the mean scores as follows: messaging application at 2.95, social media at 3.16, electronic mails at 2.58, search engine at 3.15, and streaming video at 3.05.

Based on the diagram, it can be inferred that to the academy student, search engines can fulfil the gratification of information with a mean score of 3.38. The reason is that search engines hold much bigger data than social media. For example, Google can be utilized to search for information in more than 1.9 billion websites and has been benefited by more than 90.4 percent of internet users across the world. The opposite can be stated for university students. Social media has been chosen as media that provides gratification of information with a mean score of 2.16. According to *detik.com* on the research result conducted by Yogrta, a location-based social media, in its surveys, it was found that overall, 79 percent of social media was used as a source of information, followed by TV and other media.

6. Gratification of Personal Identity

In terms of the gratifications of personal identity toward academy students and university students regarding various online media, the results are shown in the diagram above. The mean scores are obtained from the gratification of personal identity among academy students toward online media as follows: messaging application is 2.79, social media is 3.01, electronic mail is 2.41, search engine is 2.62,

and video streaming is 2.32. Meanwhile, the mean scores are obtained from the gratification of the university student's identity toward online media as follows: messaging application is 2.71, social media is 2.77, electronic mail is 2.20, search engine is 2.20, and video streaming is 2.32.

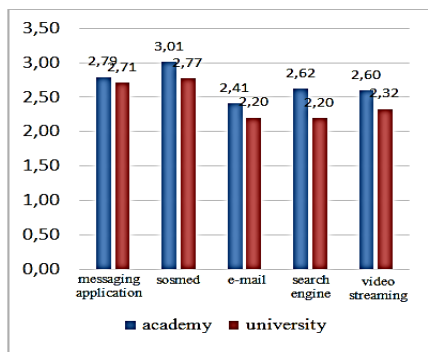


Fig. 13 Mean Score of Gratification of Personal Identity

Generally, it can be inferred from the description above that the highest mean scores of the gratification of personal identity among academy students and university students using online media lie in social media which are 3.01 for academy students and 2.77 for university students. Unquestionably these results emphasize the reasons behind using social media that it can fulfil their desire to update status and give comments, adapt to the surrounding environment, upload photos and videos, store the important data in the form of photos and videos, evade the work responsibilities and delay doing tasks that must be completed first. In addition, students as the user are satisfied because they can construct their identity through social media in which they are viewed and assessed based on the identity that they want to show off. This phenomenon has been explained in the theory of symbolic interaction about the understanding of human interactions that can take on a meaning.

7. Gratification of Integration and Social Interaction

Statistically, academy students and university students as research respondents have different gratification of integration and social interaction for each media. The mean scores which are calculated from academy students who use online media are as follow: messaging applications is 3.28, social media is 3.40, electronic mails is 2.80, search engine is 2.96, and video streaming is 2.96. While the mean scores which are calculated from university students who use online media are as follow: messaging applications is 3.26, social media is 3.18, electronic mails is 2.52, search engine is 2.58, and video streaming is 2.58. In contrast, the gratification of integration and social interaction of university students is using messaging applications with the highest mean score at 3.26, which puts into the highest category. Social media take the first place for academy students as it is used to fulfil the desire maintaining a good relationship with relatives and friends, facilitate the communication and information of conditions each other.

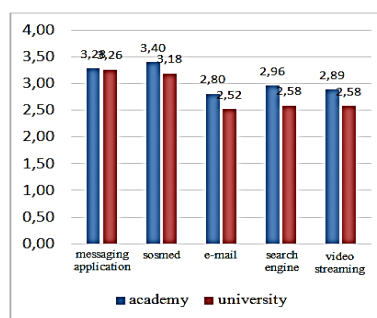


Fig. 14 Mean Score of Integration and Social Interaction

It is also the media to meet new people and find topics for conversation or discussion. Social media are, by nature, more open for discovery and connection than messaging applications. However, this is not the case for university students. The messaging applications are selected as a media that can provide the gratification of integration and social interaction because it is more personal and can filter out any desired audiences.

8. Gratification of Entertainment

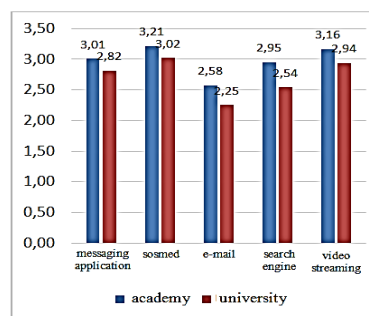


Fig. 15 Mean Score of Gratification of Entertainment

The bar chart above presents the data on the gratification of entertainment. Based on the data, the mean scores of academy students who get the gratification of entertainment for using messaging application is 3.01, social media is 3.21, electronic mail is 2.58, search engine is 2.95, and video streaming is 3.16. Then, the mean scores of university students who get the gratification of entertainment for using messaging application are 2.82, social media is 3.02, electronic mail is 2.25, search engine is 2.54, and video streaming is 2.94.

To sum up, social media can give the gratification of entertainment for academy students and university students. As the mean scores obtained for each are 3.21 and 3.02. Again, the abilities of social media are fulfilling the needs to have fun, relaxing, alleviating problems, sparing time, and releasing emotions

One other thing, accessing social media with interesting content in it can also provide the gratification of entertainment. As proof the emerges of many funny social

media accounts creates funny videos. Moreover, by using the hashtag feature, photos and videos can spread quickly.

Table 1. Paired Sample Test And T-Test Of Motives And Gratifications

Correlations			
		Motive	Gratification
Motive	Pearson Correlation	1	.777**
	Sig. (2-tailed)		.000
	N	140	140
Gratification	Pearson Correlation	.777**	1
	Sig. (2-tailed)	.000	
	N	140	140

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

Tabel 2. Paired Sample Correlation Test. Motives and Gratification between University and Academy statistically have a significant correlation that is 0,777** with significance value 0,01.

Conducting T-Test the normal data is needed.

	Types of Campus	Tests of Normality			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Motive	University	.148	70	.001	.967	70	.064
	Academy	.104	70	.056	.982	70	.428
Gratification	University	.080	70	.200*	.983	70	.468
	Academy	.094	70	.200*	.963	70	.036

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tabel 3. T-Test on Kinds of Campus. Based on the table above it is observed that the value of sig. > 0.05, then the hypothesis is accepted that the data is normal, only at the gratification of academy that is not normal.

	Group Statistics				
	Campus Type	N	Mean	Std. Deviation	Std. Error Mean
Motive	University	70	2.8414	.46454	.05552
	Academy	70	2.6686	.30099	.03597
Gratification	University	70	2.9600	.51087	.06106
	Academy	70	2.7343	.36708	.04387

Based on the table above it is obtained that the mean score of the motives and gratification of university students is greater than that of the academy.

IV. CONCLUSION

The results show that there are differences in motives and gratifications between academy students and university students using the internet. The differences are seen in the motives and gratification of information, motives and gratification of social integration and interaction, motives and gratification of entertainment, as well as motives and gratification of personal identities in using five internet

services which include messaging applications, social media, electronic mail, search engines, and video streaming. Motives and gratifications between the University and the Academy have a significant value of 0.777 **, while T-Test on kinds of campus, only the gratification of Academy is not normal and the mean scores of motives and gratification of university students of the University are greater than academy students

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