

The Motive of for Using @schfess Twitter Account to Meet the Followers Information Needs

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Abstract

Nowadays, social media is widely used as source of information to observe many things among the societies. This study emphasizes the followers' motivation of the Twitter at @schfess to fulfill their information needs. It is a quantitative descriptive study by using a purposive sampling technique. The data collection technique was carried out by distributing questionnaires to 100 respondents who are followers of the @schfess Twitter account using the Slovin formula referring to McQuail's (1987) about four social media usage motives. The results show that 3.52 score of participants are categorized into "Very High" as their motive to get information, integrity and social interaction motives is 3.09 score that indicates as "High," entertainment motives is 3.00 which are included into the "High" category, and personal identity motives have the lowest with 2.95 score that means "High" category. So, it can be concluded that most followers interact by using @schfess to obtain the latest information about education, as a learning tool, and to get guidance or advice regarding various problems in school life. Therefore, researchers hope that the @schfess as Twitter account can improve the supervision of disseminating information, especially regarding education, so that the followers continue following that account. Hopefully this research can increase insight and knowledge about the use of social media, such as students who use Twitter to fulfill the need for additional information, especially about education.

Keywords: *Information; Motives; Needs; Social media, Uses and Gratifications (alternative keywords)*

Abstrak

Media sosial banyak digunakan sebagai media sumber informasi untuk memenuhi kebutuhan informasi masyarakat. Penelitian ini bertujuan mengetahui motif para follower akun Twitter @schfess sebagai sarana pemenuhan kebutuhan informasi mereka. Penelitian ini merupakan penelitian deskriptif kuantitatif yang menggunakan teknik purposive sampling. Teknik pengumpulan data dilakukan dengan menyebarkan kuesioner kepada 100 responden yang merupakan followers akun Twitter @schfess dengan menggunakan rumus Slovin. Teknik analisis data yang diterapkan yaitu analisis deskriptif presentase. Jika merujuk pada empat motif penggunaan media sosialnya McQuail (1987), hasil menunjukan bahwa nilai motif informasi memiliki nilai rata-rata tertinggi sebesar 3,52 yang termasuk dalam kategori "Sangat Tinggi", motif integritas dan interaksi sosial sebesar 3,09 yang termasuk dalam kategori "Tinggi", motif hiburan sebesar 3,00 yang termasuk dalam kategori "Tinggi", dan motif identitas pribadi memiliki nilai rata-rata terendah sebesar 2,95 yang termasuk dalam kategori "Tinggi". Berdasarkan hasil penelitian dapat disimpulkan bahwa mayoritas followers memanfaatkan akun Twitter @schfess untuk memperoleh informasi terbaru seputar pendidikan, sebagai sarana pembelajaran, dan memperoleh bimbingan atau saran mengenai beragam permasalahan kehidupan sekolah. Oleh karena itu, peneliti berharap akun Twitter @schfess dapat meningkatkan pengawasan terhadap penyebaran informasi terutama mengenai pendidikan agar followers dapat terus memanfaatkan akun Twitter @schfess. Penelitian ini dapat meningkatkan wawasan dan pengetahuan mengenai penggunaan media sosial, seperti pelajar yang memanfaatkan media sosial Twitter sebagai sarana pemenuhan kebutuhan informasi tambahan terutama seputar pendidikan.

Kata Kunci : *Media sosial, motif penggunaan media, Twitter, Uses and Gratifications*

INTRODUCTION

Information has become a significant need for everyone. Kriklas in Murti & Winoto, (2018, pg. 4) explains that information needs arise when individuals feel that the information they have has been unable to solve the problem they are facing, so that person needs supporting information from various sources other than themselves. To meet these information needs, now a person can search for information without being limited by place and time by utilizing social media.

The Internet is one of the most sought-after, accessed, and easiest ways to find information, including information about education (Tobing, 2019, pg. 66). The usage of Internet is increasing in technological development era day by day. With the Internet, anyone can find a large amount of required information using social media, which is widespread today.

Social media is a platform that is used by the wider community to communicate and convey various information through the Internet quickly and thoroughly (Helen & Rusdi, 2019, pg. 357). Meike and Young, as quoted by Rossza & Lubis (2020, pg. 5), define social media as a meeting point between personal communications, which can be interpreted as individuals who share (to be shared one-to-one) to the public media, which is then disseminated to anyone without exception. The current use of social media is often used as a source of information for everyone because it is supported by the presentation of fast information, practical, and easily accessible (Yudihastira & Mutia, 2020, pg. 191). Data portal in 2002 shows (Kemp, 2022) that Indonesia in February 2022, about 191.4 million or 68.9% of the total population of Indonesia have actively used social media, one of it is Twitter.

Twitter was launched in October 2006 as the short real-time messages platform with free of charge. The users can use it to stream or read messages that known as tweets (Fairuz et al., 2021, pg. 45). Tweet is defined as group of characters no more than 280 and appears on a user's profile page (Kartino et al., 2021, pg. 698). Twitter allows its users to communicate with each other, share information or talk about trending topics that are being talked about a lot by tweeting with certain hashtags. Now, Twitter is still widely used in various countries, including Indonesia, with a percentage of 58.3% of Indonesia's population using social media based on survey data on DataReportal in february 2022 (Kemp, 2022).

Twitter, as social media, is not only used as a media of communication but can also obtaining entertainment, seeking or finding information, getting jobs,

and so on. However, some of Twitter users are unable to use social media wisely. In that case, bad things such as mental health disturbances, sources of pornography, spreading hoaxes, places to seek attention or causes of social jealousy may occur. This problem shows that social media does not always have a positive impact. Therefore, social media users, such as students, must be able to make it as a good usage, especially to support their learning activities. They can use it to find the latest information, add new insights, and share or view educational content.

Students can use social media such as Twitter to search for or find the latest information that can spread insights and disseminate or view educational content. One factor that motivates students to use social media is the lack of knowledge or understanding of what is taught in school. During the implementation of Distance Learning due to the Covid-19 pandemic, which studied the teaching and learning process from home, many students admitted that sometimes they had difficulty understanding the subject matter, so students used Twitter as an additional source of information about the education they were undergoing, one of which was by taking advantage of the Twitter account @schfess.

The Twitter account @schfess is an auto-base account intended for students throughout Indonesia. The account updates the timeline regularly, which contains information about education in schools, such as question and answer questions, competition information, textbook recommendations, study tips and tricks, or just telling stories, and so on related to student life. Followers who have been followed back to the @schfess account can send via DM (direct message) anonymously, starting with the trigger word "sch!" which will then be uploaded automatically on the @schfess timeline. Such messages or words are known as *menfess* (mention-confess). However, followers not followed back by the @schfess account can also send *menfess* through the *Schoolfess* application. Followers usually respond to every *menfess* that appears by responding to the comments column and quoting (retweeting) so that information exchange can easily occur.



Figure 1. Twitter account profile @schfess

Source: <https://twitter.com/schfess> (accessed May 30, 2022)

As for some restrictions that have been determined by the Twitter account @schfess so that the *menfess* sent by followers does not go out of topic related to the world of education, namely sending the same or similar *menfess* on @schfess and @subschfess, posting images that can trigger other things such as disturbing the image, selling or promoting or sending reference codes (preloved books/study accounts), promotion of competitions, uploading questions, posting links other than Twitter links, posting things not related to education or school, making noise, posting grades or report cards to be arrogant or make others pessimistic, spamming or sending the same thing repeatedly, and sharing illegal files.



Figure 2. Tweets, *Menfess* and Follower Responses to the Twitter account @schfess

Source: <https://twitter.com/schfess> (accessed May 30, 2022)

The @schfess account has many followers and posts compared to other auto-base accounts for students, such as @subschfess, @smkfess, and @pelajarinfoid.

One factor that makes users follow a Twitter account as consumption material on their timeline is the number of account followers. Generally, on the @schfess account, information about school life comes from the followers, so with many followers, more information is spread to the followers of the @schfess account. Seeing the large number of base followers on the @schfess account made researchers interested in examining the motives of followers to use the @schfess account to fulfill information needs.

Every society, of course, has different motives for using social media in everyday life, as well as students. In meeting needs and achieving satisfaction, audiences utilize social media supported by several motives. Motives refer to a

Table 1. List of student auto-base accounts on Twitter

Source: <https://twitter.com/schfess> (accessed May 30, 2022)

Account	Number of Followers	Number of Posts
@schfess	497.146	776.241 tweet
@subschfess	253.854	471.110 tweet
@smkfess	33.053	43.581 tweet
@smkfess	1.624	7.161 tweet

systematic relationship between responses and certain desires. Someone who has certain motives will carry out behavior that leads to the goal of achieving satisfaction (Palittin et al., 2019, pg. 103). According to McQuail (1987, pg. 73), there are four motives for someone who moves in using the media, namely:

1. Motives of information: based on how the media assist someone in obtaining information, such as news about events and conditions in the surrounding environment, fulfilling a sense of wanting to be known and finding directions in making a choice.
2. Personal identity motives: based on the follower's reason to enhance personal values, strengthen self-understanding, and obtain role models.
3. Motives of integrity and social interaction: The media is used as a friend so you don't feel lonely, communicate with other people, get knowledge about other people's conditions, and make friends.
4. Entertainment motives: Escape from various daily routines or problems, reduce emotions, and fill spare time.

Follower's needs will be achieved if motives can be fulfilled so that the media used by audiences to fulfill needs can be said to be effective media. This statement aligns with the Uses and Gratifications theory pioneered by Elihu Katz, Jay G. Blumler, and Michael Gurevitch. The theory explains that media users are more active in using or utilizing the media to obtain useful information for themselves (Blumler & Katz, 1974, pg. 21). In the Uses and Gratifications theory, the motive for using media can be referred to as *Gratification Sought* (GS), namely the satisfaction sought or needed by media users when utilizing a media, or it can be said that users can choose a particular media influenced by several causes such as motives for fulfilling the necessary needs (Humaizi, 2018, pg. 33).

Although the Uses and Gratification theory is widely used to find people's motives in choosing mass media, many social media studies currently adopt this theory to explain people's motives in utilizing social media. In research conducted by Hossain (2019), the Uses and Gratification theory can explain the main intention of use and users' habits in using Facebook social media. In addition, this study also demonstrates that the Uses and Gratification theory can answer that Facebook users are looking for various kinds of gratification to fulfill their needs and desires. In this study, the uses and gratification theory explains the gratification fulfilled for @schfess followers.

According to Katz, Gurevitch, and Hass in Yusup (2013, pg. 338), there are human needs that can encourage audiences who use social media to fulfill information needs, including:

1. Cognitive needs: increase knowledge, information, and insight into the surrounding environment. This need is driven by a person's desire to understand and understand the environment around him.
2. Affective needs: Add a good experience, bring joy, and generate various motives related to one's emotional side. This need refers to efforts to enhance experiences that are beautiful, enjoyable, and touching feelings.
3. The need for personal integration: Strengthening credibility, trust, stability, and individual status that arises from a person's desire to find self-worth.
4. The need for social integration: Increased contact with family, friends, and other people driven by a desire to gather or interact with each other.
5. The need for containment: Eliminate pressure, tension, and the desire for entertainment to relieve fatigue and boredom.

Several studies examine the motives for using media, such as Dhea Nursyafitri Liani and Nofha Rina, who discuss the motives of someone using the @EXOind Twitter account (Liani & Rina, 2020). Using the motive reference from Papacharissi & Rubin (2000), they find that the main follower's motive for using the @EXOind Twitter account is to obtain entertainment, as evidenced by the highest average score, namely the entertainment motive, with an average score of 3.38. Meanwhile, the lowest motive is the overtime motive, with an average score of 3.03.

Furthermore, there is also research conducted by Rika Budianti, which describes a person's motives for using a *cyber account* on Twitter (Budianti, 2020). These motives are seen with the motive indicators from Papacharissi & Rubin (2000) so that it is known that the main purpose of followers of the Twitter account @tanya2rl using *cyber accounts* is to get entertainment, as evidenced

by the highest motives in using *cyber accounts* on Twitter social media, namely entertainment motives with a score an average of 3.43. Meanwhile, the lowest motive is comfort, with an average score of 2.65.

Meanwhile, the research carried out by Isna Ayu Natasya and Andre Noevi Rahmanto discusses the use of Instagram Kompas.com as fulfilling the need for information on COVID-19 among Sebelas Maret University students (Ayunatasya & Rahmanto, 2021). The results of the study state that a person accesses Kompas.com based on several motives, namely information-seeking, interpersonal relationships, entertainment, and personal identity. Follower's motives for accessing social media Instagram Kompas.com can be known by first understanding something or a need that drives this motive.

Based on some of the results of previous research, everyone has different motives for using various social media accounts, likewise with the Twitter account @schfess. In the Twitter account @schfess, researchers see that followers have different motives for accessing the account. Those motives can be seen from followers of the Twitter account @schfess, who use the account to obtain or provide information by sending *menfess* in the form of questions, recommendations, entertainment, or simply replying to posts. Every post on the @schfess account will receive a reply from its readers through text or images. These motives can be seen from how followers of the Twitter account @schfess use the account to obtain or provide information, such as by sending *menfess* in the form of questions, recommendations, entertainment, or simply replying to posts. Every post appearing on the @schfess account will receive replies from other followers in text and images.

The motive for using the Twitter account @schfess can provide an overview of follower's main goals for using Twitter at the moment so that audiences can see that Twitter is not only a storytelling medium but can be a learning medium and the negative impacts of using social media such as just seeking more attention and giving inappropriate information can be suppressed. Therefore, this research is important to study so that readers such as students can use social media best to meet their needs.

METHODS

This research was conducted quantitatively using a survey method on the Twitter account @schfess in May - July 2022. The population in this study was all followers of the @schfess Twitter account, totaling 497,146 followers (period May 25, 2022). The researchers used a purposive sampling technique (Sugiyono,

2019, pg. 67) which determined the sample members considering that the research sample is the followers of the Twitter account @schfess with student status, and the results did not generalize to other student accounts. The number of samples in this study was determined using the Slovin formula with an error rate of 10%, so the sample obtained was 100 respondents.

The primary data source in this study was obtained from respondents by distributing questionnaires to followers of the Twitter account @schfess who had sent *menfess* on that account. Meanwhile, secondary data was obtained from books, previous scientific works, and several electronic media related to research. The data collection technique used a questionnaire with statements prepared using a Likert Scale calculation with a scale range of 1-4 with an interpretation of the average value of the respondents' opinions, namely 1.00-1.75 score means "Very Low"; 1.76-2.50 that means "Low"; 2.51-3.25 score which means "High"; and 3.26-4.00 score which means "Very High". The questionnaire contains statements related to the variable motives for media use according to McQuail, (1987), namely information motives, personal identity motives, integrity and social interaction motives, and entertainment motives.

Questionnaires were distributed to respondents via the Google Form link, which was then processed by editing and tabulating the data. All respondents' answers were inputted into SPSS version 25. Data analysis techniques were performed using SPSS version 25 software with validity tests, reliability tests, and descriptive analysis.

Descriptive analysis of percentages is a data analysis technique applied in this study. The percentage of data is obtained from the following formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage Value

F = Frequency of appearance of data

N = number of respondents

Using the results of these calculations can provide convenience in explaining and classifying temporary data. To find out the tendency to respond, researchers use index numbers to make comparisons of an object or data that is actual or developmental. The percentage values are set as follows, namely: *a small portion* whose figure is between 1% - 25%; *nearly half*, namely between 26% - 49%; *half*, namely at 50%; *the most*, namely between 51% - 75%; *almost all*, between

76% - 99%; and *entirely* that at 100%.

To explain the answers from the Likert scale, necessary to use interval scale calculations. The answer score of each respondent is then classified in the interval class, namely the answer or response of the respondent obtained by the difference in the maximum and minimum values divided by the number of classes as follows:

$$\text{Interval} = \frac{\text{maximum value} - \text{minimum value}}{\text{number of classes}}$$

$$\text{Interval} = \frac{4 - 1}{4} = 0,75$$

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Maximum value = Very high (4)

Min Value = Very low (1)

Number of Grades = Very Low, Low, High, Very High

When viewed from the size of the interval, the interpretation of the average value of the respondents' opinion is very low, namely between 1.00 – 1.75; low, namely between 1.76 – 2.50; high, namely between 2.51 - 3.25;, and Very High, namely between 3.26 - 4.00.

The validity test in this study was carried out with 30 respondents so that the r-table value was determined at 0.361. The questionnaire can be interpreted as valid if r count > r table, which is analyzed using calculations through SPSS 25. Based on the results of the validity test that has been carried out, it is known that there are 15 statements with r count > r table, so it can be said that all of these statements are valid.

The reliability test was carried out using the Cronbach's Alpha method with a Cronbach's Alpha value > 0.6 so that it can be trusted or declared reliable. Based on the reliability test results, it is known that the questionnaire variable on motives for media use is reliable because Cronbach's Alpha value is > 0.6, which is 0.862.

RESULTS AND DISCUSSION

Respondent Data

Based on the results of the study, out of 100 people, 92% of the respondents were women, and the remaining 8% were men, so it can be said that almost all respondents in this study were female, with the number reaching 98 people.

On the age scale, 68 respondents (68%) were between 16-18 years old, 24

respondents (24%) were 13-15 years old, the remaining eight respondents (8%) were higher than 18 years old, and no respondents aged 7 -12 years old.

Then for the level of education, the data showed that almost all respondents had senior high-level education, namely 84 respondents (84%), and the remaining 16 respondents (16%) had junior high-level education. Out of 100 respondents to this study, none had an elementary-level education.

The Utilization of @schfess Twitter Account in a Day

The Access Frequency

Of the 100 respondents, 38 respondents (38%) accessed the Twitter account @schfess 1–2 times a day, then 25 respondents (25%) accessed the Twitter account @schfess 3–4 times a day, then 16 respondents (16%) accessed the account Twitter @schfess 5–6 times a day, and the remaining 21 respondents (21%) access their Twitter account @schfess more than six times a day.

The Access Duration

Of the 100 research respondents, almost half of the respondents took the time to access the @schfess Twitter account for 5–10 minutes a day, namely 46 respondents (46%), then 19 respondents (19%) spending less than five minutes a day, then as many as 23 respondents (23%) spend 10–20 minutes and the remaining 12 respondents (12%) accessing the @schfess Twitter account for more than 20 minutes.

Respondents' Responses Regarding Motive Variables of Media Use

Based on the data collected from the responses of 100 respondents, the answers to the questionnaire regarding the variable motives for media use were obtained as follows:

Table 2. Motives for Media Use

No	Motives for Media Use	Score	Category
1.	Information Motive	3,52	Very High
2.	Personal Identity Motives	2,95	High
3.	Motives of Integrity and Social Interaction	3,09	High
4.	Entertainment Motives	3,00	High
Average Score		3,15	High

Based on the results of calculating the average total score of 15 statement items distributed to respondents regarding the variable Motives for Media Use, an average value of 3.15 belongs to the "High" category based on the scale of the respondents' opinions. This result explains that every respondent who follows the Twitter account @schfess is motivated to use Twitter social media to meet information needs. An explanation of respondents' responses to each indicator variable, Motives for Media Use, can be found further in the following data.

Table 3. Information Motive

No.	Statement	Score	Category
1.	Obtaining information about lessons	3,64	Very High
2.	Get the latest information about education	3,74	Very High
3.	Utilizing social media as a learning tool	3,26	Very High
4.	Obtain guidance or advice on various problems of school life	3,45	Very High
Average Score		3,52	Very High

In the Information Motive indicator, with 100 respondents and four statement items on the questionnaire, an average score of 3.52 was obtained, classified in the "Very High" category based on the scale of the respondents' opinions. This result explains that the majority of respondents who are followers of the @schfess Twitter account agree that information motives are the motives that encourage them to utilize the @schfess Twitter account.

Table 4. Personal Identity Motives

No.	Statement	Score	Category
1.	Meet the needs of a student	3,38	Very High
2.	Help understand yourself	2,71	High
3.	Find role models in education	2,77	High
Average Score		2,95	High

On the Personal Identity Motives indicator with 100 respondents and three statement items on the questionnaire, an average score of 2.95 was obtained, which was included in the "High" category based on the scale of the distribution of respondents' opinions. This result explains that respondents who are followers of the @schfess Twitter account agree that personal identity motives are the motives that encourage them to utilize the @schfess Twitter account.

Table 5. Motives of Integrity and Social Interaction

No.	Statement	Score	Category
1.	Expanding friendships, especially with fellow students	2,98	High
2.	Get things to talk about with other people	2,98	High
3.	Express concern for others	3,19	High
4.	Leave replies to tweets on the @schfess account to help the sender	3,22	High
Average Score		3,09	High

In the indicator of Integrity Motives and Social Interaction with 100 respondents and four statement items on the questionnaire, the average value of integrity and social interaction motives was 3.09, which is included in the "High" category based on the scale of the distribution of respondents' opinions. This result explains that respondents who are followers of the Twitter account @schfess agree that integration and social interaction motives are the motives that move them to utilize the @schfess Twitter account.

Table 6. Entertainment Motives

No.	Statement	Score	Category
1.	Releasing fatigue after a day of activities	2,84	High
2.	Fill the free time	3,15	High
3.	Pour out feelings of joy and sorrow about school life	2,61	High
4.	Access @schfess account while relaxing	3,40	Very High
Average Score		3,00	High

The entertainment motive indicator with 100 respondents and four statement items on the questionnaire resulted in an average score of entertainment motives of 3.00 which is included in the "High" category based on the scale of the distribution of respondents' opinions. This result explains that respondents who are followers of the Twitter account @schfess agree that the motive for

entertainment is the motive that encourages them to use the Twitter account @schfess.

The Gratification Sought on @schfess Twitter Account

In the Uses and Gratifications theory, there is a term Gratification Sought (GS) which means the motive that drives or the satisfaction one wants to achieve in using the media. In this study, Gratification Sought (GS) is the motive variable for media use.

Based on the results of calculating the average score of each indicator of the motive variable for media use, namely information motives, personal identity motives, integrity and social interaction motives, and entertainment motives, it is known that information motives have the highest average score of 3.52 and personal identity motives get the lowest average score of 2.95. Based on the results of the research related to the research objectives, the following is a discussion of the motives for using media which consists of four indicators:

Information Motive

The information motive is the desire to seek or obtain information someone needs. Based on the research data contained in table 3, it is known that the information motive of the @schfess Twitter account followers in utilizing the account belongs to the "Very High" category with a total average score of 3.52. This result proves that respondents agree that the Twitter account @schfess can provide information, satisfy curiosity, and find directions in making a choice.

McQuail (1987) states that information motives refer to how a media assists its users in obtaining the information needed. Information motives have the highest total average score of other motives because the Twitter account @schfess is a tool that makes it easier for followers to obtain or provide information, especially regarding education in school.

Followers of the Twitter account @schfess use the account to find information related to education, as evidenced by the results of responses to the statement "I use the @schfess account to get the latest information about education," having the highest average score of 3.74. One example of using the @schfess account to obtain information is when a follower sends a *menfess* in the form of a question regarding study guidance recommendations that are easy to understand. In the *menfess*, other @schfess Twitter account followers will provide suggestions for tutoring places they think are suitable in the comments column so that the *menfess* sender gets information to consider the desired

tutoring place.

The flow of searching for information on @schfess is in line with the assumptions of the Uses and Gratifications theory which explains that audiences have an active role and communication behavior that refers to the goals or objectives to be achieved (Blumler & Katz, 1974, pg. 23). The assumptions of the Uses and Gratifications theory explain that users or audiences actively take the initiative in linking the fulfillment of needs to specific media options. In this study, audiences who are followers of the Twitter account @schfess actively communicate and seek to meet needs, namely the need for knowledge in information motives. Students are people who are in the process of education and learning. Therefore, students need a variety of information about education in schools. In this study, almost all respondents agreed that they used the Twitter account @schfess to obtain information about education in schools. This result is supported by various information from the experiences of followers and the @schfess Twitter account admin contained in the account according to the information needs of students regarding education in schools.

In fulfilling the information needs through media, information motives are a cognitive needs to increasing knowledge, adding information, and insight into the surrounding environment. Cognitive needs can be met with the urge to get information, satisfy curiosity, and understand the surrounding environment so that information motives aim to fulfill these needs.

Personal Identity Motives

Personal identity motives are motives to enhance or strengthen various essential things in one's personal life. From the research data in Table 4, it can be seen that the personal identity motive of followers of the Twitter account @schfess in utilizing the account belongs to the "High" category with a total average score of 2.95. This result proves that respondents feel that through their Twitter account @schfess, they can add personal values as a student, strengthen their understanding of themselves, and obtain a behavior model. In line with McQuail (1987) explanation, personal identity motives are related to increasing personal values, self-understanding, and finding models in behavior.

Most of the followers of @schfess feel that using this account can fulfill their needs as students. This result can be found by the highest average acquisition in the statement, "I access the @schfess account to fulfill my needs as a student." As a student, the most important role model in education is a teacher. However, students sometimes need other references outside of school that can

help them complete their various assignments or obligations as students. Therefore, students as the followers of the @schfess use this account to meet their needs as students. This outcome follows the Uses and Gratifications theory, which explains that social situations create support and increase certain values that are enhanced through media. In this research, followers use the @schfess account as personal information in carrying out their duties as students, such as information that increases self-understanding values so that they are more confident in taking education and adding insight and knowledge to students.

Personal identity motives arise when a person uses a medium to reinforce personal values, increase self-understanding to strengthen self-confidence that comes from the information obtained, and find role models in behaving. This motive is related to fulfilling the need for personal integration, which is the need for credibility or trust in individual status. The need for personal integration creates a personal identity motive that encourages followers to use the @schfess account.

Motives of Integrity and Social Interaction

Integrity and social interaction motives arise because of a person's desire to interact with people around him. Based on the research data, it is known that the motives for integrity and social interaction among followers of the Twitter account @schfess in utilizing the account are classified in the "High" category with a total average score of 3.09. This result proves that respondents agree that the Twitter account @schfess can be used as a way to relieve loneliness, interact or exchange information with other people, find out about other people's situations, and make new friends. Following the explanation of McQuail (1987), who argued that integrity and social interaction motives are related to audiences making the media a friend so they don't feel lonely, communicate or exchange information with other people, gain knowledge about other people's conditions, and make friends.

Followed account on Twitter with follower handle @schfess is a sense of care for other people, especially fellow followers, by expressing empathy in the reply and retweet features on the @schfess. Followers provide various replies to the @schfess to assist the sender so they can get something they need. It can be found on the statement, "I usually leave replies to tweets on the @schfess which has the highest average score of 3.22. In addition, followers of the @schfess can also communicate or exchange information with other followers, especially fellow students, by using the reply or retweet features, which then continue to

share using the Direct Message (DM) feature and follow each other, thereby increasing friendships among students.

In fulfilling the information needs through media, integrity and social interaction motives are related to the need for social integration. Social integration needs are related to strengthening contact with family, friends, and other people around them. The emergence of the need for social integration in a person creates a motive for integrity and social interaction that encourages the Twitter followers that is handled @schfess.

Entertainment Motives

The entertainment motive is a person's desire to seek entertainment as an escape from various problems or daily activities. Based on the data, it can be seen that the entertainment motive of followers of the Twitter account @schfess in utilizing the account belongs to the "High" category with a total average score of 3.00. This result suggests that respondents agree that various responses to the @schfess entertains and gives them pleasure. In line with McQuail's explanation (1987), this motive is related to audiences using media to escape from various daily activities or problems, to relieve emotions, and to fill spare time.

Apart from presenting the latest information about education, @schfess also has elements of entertainment to educate the students in the schools. It also includes entertainment information such as pictures or stories experienced by followers in the school. The replies from other followers provide things that are different from the routines lived by the respondents so that they felt comfort, reduce their emotions, and relieve boredom inside. Therefore, many students follow this account, @schfess, to obtain entertainment information that creates fun. This motive is in line with the assumptions of the Uses and Gratifications theory, which explains that media users or audiences choose the media and the various contents in it that are considered the best so that they can be used for needs satisfaction (Blumler & Katz, 1974, pg. 23). The Followers feel that various responses on the account can make them feel entertained, reduce fatigue, and relieve boredom after carrying out daily activities, so they choose @schfess to share their emotional or emotional needs.

The entertainment motive appears when someone wants to get entertainment for themselves or feel happy. Motives are related to the fulfillment of affective needs and the need for release. Affective needs arise when someone wants to increase aesthetic, pleasant, and emotional experiences, while the need for release is a need related to release from various pressures, tension, and

boredom. These affective needs and the need for release give rise to entertainment motives, so followers can use the @schfess account to fulfill these needs.

CONCLUSION

The results showed that the motives that encourage someone to use social media is relatively high, with information motives having the highest score with 3.52, which is indicated into "Very High" category, integrity and social interaction motives is 3.09 which means "Very High" category. Entertainment motive is 3.00, which means "High" category, and personal identity motive has the lowest average value of 2.95, which is included in the "High" category. Based on the results of the study, it can be concluded that the majority of followers use the Twitter account @schfess to obtain the latest information about education, as a learning tool, and to get guidance or advice regarding various problems in school life, which is of course in line to create the @schfess account.

However, researchers hope that @schfess can improve supervision of the dissemination of information related to education, either in the form of pictures or writing on it, because there are still many students as the followers meeting or finding other additional information beside they needs. In addition, future research is expected to be able to carry out developments in this study using a qualitative approach to get a more in-depth explanation of the reasons for research motives or use different motive concepts and variables or add a few more specific and varied statement items to become a tool for a better measure.

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