

## THE EFFECT OF SOC MEDIA USE ON STUDENT LEARNING PRODUCTIVITY

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### Abstract

#### Keywords:

Social Media,  
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Time Management

*The rapid growth of social media use among university students has transformed academic communication and learning habits, yet its impact on learning productivity remains mixed. Although previous studies have examined this issue, research focuses specifically on Indonesian higher education and the dominant platforms used by Indonesian students is still limited, creating an important research gap. This study investigates the relationship between social media use and students' learning productivity, with learning productivity measured through time management, concentration, motivation, and academic performance. The study aims to identify usage patterns, analyze the influence of social media on learning productivity, determine the most affected dimensions, and formulate evidence-based recommendations for healthier use. A qualitative approach was employed using a systematic literature review of ten peer-reviewed articles published between 2021 and 2025. Data were collected from relevant academic databases and analyzed through content analysis and narrative synthesis. The findings show that social media has a dual effect: it can support access to academic information and collaborative learning, but excessive and entertainment-oriented use tends to reduce concentration, disrupt time management, and lower academic productivity. The study also found that purpose and self-regulation are key factors in determining whether social media functions as a learning resource or a source of distraction.*



### INTRODUCTION

Development technology rapid information and communication in two decades final has bring change significant in various aspect life humans, including the world of education. One of the the most prominent phenomenon is increasing use of social media among generation young people, especially students. Platforms such as Instagram, TikTok, YouTube, Twitter (X), and



WhatsApp now become part not inseparable from daily life they, form pattern interaction social, consumption information, even method learn the same very different from generation previously.

Data from We Are Social and Hootsuite (2023) shows that users active social media users in Indonesia reached 167 million souls, with an average time use daily reached 3 hours 18 minutes. From the total said, students ages 18–24 years is group with level penetration the highest, namely by 98.7%. This fact cause question Serious about whether intensity high use of social media the contribute positive or precisely hinder productivity Study student as generation successor nation.

In one side, social media can play a role as a learning medium collaborative, source reference academic, and facilities discussion scientific. Various platforms allow student access content educative in a way fast, involved in community online learning, and building network intellectual cross institutions. On the other hand, no A little students who experience decline focus, procrastination, and distraction concentration consequence constant notifications as well as encouragement psychological For always connected online ( Kircaburun & Griffiths, 2019). Imbalance between time learning and time media social become problem a reality faced by many institutions education tall moment This.

Study on impact of social media to productivity Study student own pressing urgency, considering two reasons fundamental. First, Indonesia is face challenge big in increase quality source Power man through education tall as supplies Towards Golden Indonesia 2045. Productivity Study student is variables critical decisive quality graduate of college height and power competition nation on the global stage. Second, the increasing penetration of social media massive — accelerated by the COVID-19 pandemic which forced lectures switch to online mode— makes phenomenon This the more complex and requires understanding deep in a way empirical (Manca & Ranieri, 2016).

Although a number of study international has discuss issue this, a study that specifically specific study context Indonesian students with consider factor culture local, dominant social media platforms used in Indonesia, as well as characteristics system education national is still very limited. Most of existing research conducted in the context of developed countries with characteristics different socio-cultural, so that generalization to Indonesian students need reviewed more continued (Junco, 2012; Wohn & LaRose, 2014). Therefore that, research This present For fill in emptiness literature the at a time give contribution relevant empirical for development policy education high in Indonesia.

Based on description background behind above, research This formulate four problem main : (1) how much big intensity use of social media among student college high in Indonesia; (2) whether there is influence significant between use of social media to productivity Study students ; (3) aspects productivity Study which is most affected by the use of social media, including management time, concentration, and achievement academic ; and (4) what strategies can be used recommended For optimize use of social media to support productivity Study student.

In line with formulation problem said, research This aim to : (1) identify pattern and intensity use of social media among students in Indonesia; (2) analyzing influence use of social media to various dimensions productivity Study students ; (3) determine dimensions productivity learning the most vulnerable to impact negative social media ; and (4) formulating recommendation based proof For management healthy and productive use of social media for student.

For answer problem said, research This use approach qualitative with method studies literature review. Data obtained from various source relevant literature like journal scientific, books, and results study related previous with social media use and productivity Study students. Analysis done with examine, compare, and synthesize various findings study For get comprehensive conclusion.

## REVIEW LIBRARY

### A. Social media

Social media is an internet -based platform that allows users For interact, share content, and build network social online. Social media defined as a technology platform that facilitates connection social, production content, and consumption information in a way massive among individuals who interact with each other connected in digital ecosystem, with three element main that is connectivity, interactivity, and accessibility information in a way *real-time* (Appel et al., 2020). According to ( Moriansyah & Rinaningsih, 2021), it states that social media has develop become infrastructure digital social that forms method individual think, interact, and consume information — in context education high, present as source Power potential learning at a time factor significant distraction for productivity academic student.

Based on functions and characteristics of social media classified to in five categories main : (1) network social such as Facebook and LinkedIn; (2) sharing platforms visual content such as Instagram, YouTube, and TikTok; (3) microblogging platforms like Twitter/X; (4) messaging platform instant such as WhatsApp, Telegram, and LINE; as well as (5) community platforms based interest such as Reddit and Discord (Huang & Su, 2023). In context Indonesian students, (Yuliani & Setiawan, 2022) identified that WhatsApp, TikTok, Instagram, and YouTube are the most dominant platforms with an average duration use combination reaching 4.7 hours per day, which has implications direct to allocation time and energy available cognitive For activity Study.

As group generation *digital native*, student own pattern intensive and multidimensional use of social media. There is three characteristics mainly, namely : (a) use of a nature *habitual* and compulsive ; (b) social media integration to in routine academic in a way productive and counterproductive ; and (c) the tendency *fear of missing out* (FOMO) which drives student For Keep going monitor update content even though currently learning (Tandon et al., 2021).

### B. Productivity Study Student

Productivity Study can defined as ability a student For produce optimal academic output with quality adequate understanding in unit time certain. Productivity Study conceptualized as combination learning process efficiency and effectiveness results learn, so that productivity No solely measured from achievement mark high, but rather from balance between process and results learning ( Namaziandost et al., 2020). In general operational, there are four dimensions that can be measured, namely : (1) management time ; (2) focus and concentration ; (3) motivation learning ; and (4) quality results reflected learning through Index Performance Cumulative (IPK) ( Widyastuti & Firmansyah, 2022).

Productivity Study influenced by multidimensional factors. According to (Raza et al., 2021) it is categorized to in internal factors which include motivation intrinsic, ability cognitive, health physical and mental, as well as *self-regulation* —and factors external which includes environment learning, support social, as well as influence digital technology. In the post-pandemic era, the factors digital technology is called as variables external most significant in determine quality productivity Study.

### C. Underlying Theory

#### a. Theory Uses and Gratifications (U&G)

*Uses and Gratifications* (U&G) theory provides framework beginning For understand motivation student in using social media. (Sundar & Limperos, 2021) revised theory This with add dimensions *affordances*, namely features technology like

notification *real-time*, *infinite scroll*, and buttons *likes* that create a loop of gratification nature addictive, encouraging users For Keep going access the platform for satisfaction social and informational in a way instant.

In context academic, student using social media For fulfil four need main : search information academic, entertainment, interaction social, and validation self. Inability postpone fulfillment needs the moment Study become trigger main harmful distractions productivity academic ( Widyastuti & Firmansyah, 2022).

b. Theory *Distraction Cognitive and Attention Economy*

Social media platforms by design For fight over attention its users. Wu & Luan (2022) through draft *attention economy* explain that design algorithmic social media in a way direct conflict with need cognition depth ( *deep cognitive processing* ) is required in activity academic, because attention captured by social media No Again available For processing material lectures.

Levin et al. (2021) updated draft *attention residue* and finding that interruption consequence social media notifications produce disturbance distant concentration more persistent compared to interruption conventional. Their studies show that it takes an average of 23 minutes For restore concentration full post-interruption from social media, compared only about 8 minutes For non-digital interrupts.

c. Theory *Comparison Social in Digital Context*

Comparative theory *Social Comparison Theory* also explain dynamics psychological students on social media. Vogel et al. (2021) developed draft *curated social comparison*, namely comparison social based on version self that has idealized by the user. Because the user tend display aspect best his life, comparison This almost always nature *upward comparison* that produces evaluation self negative on the audience.

However, in context academic, Festl & Quandt (2022) found that exposure content performance Friend peers on social media can elicits two responses opposite : motivation comparative that encourages business study, or demotivation based anxiety triggers procrastination. Response direction is largely determined by the level of *self-esteem* academic the student concerned.

d. *Self-Determination Theory* in Digital Context

Contextualized *Self-Determination Theory* (SDT) digitally by Valkenburg et al. (2022) provides explanation about Why part student more prone to to excessive use of social media. This theory argue that when need psychological base students which include competence, autonomy, and connectedness social that is not fulfilled in environment academic, they will look for fulfillment in a way compensatory through social media, which ultimately impact negative to engagement and productivity academic.

Findings This at a time confirm that impact of social media to productivity Study No nature uniform for all students, but rather mediated by characteristics psychological individuals, in particular ability *self-regulation* and the extent to which the need psychological base they fulfilled in context academic.

## METHOD STUDY

### A. Types of research

Study This use approach qualitative with method *literature review* ( study) bibliography ) or also called *systematic literature review*. Research *literature review* is method research conducted with method collect, identify, analyze, and synthesize various source literature

relevant scientific For answer question study certain (Snyder, 2019). This method chosen Because capable give description comprehensive about development research on the topic social media influence to productivity Study student based on findings empirical that has been there is, and allows researchers For identify patterns, trends, and gaps in existing literature (Xiao & Watson, 2019).

## B. Data Sources and Criteria Inclusion

Data sources in study This is articles published scientific papers in journal national and international which has through a *peer-review* process. Search literature done through several electronic databases leading, including Google Scholar, SINTA (Science and Technology Index), Garuda (Digital Reference Index ), and DOAJ (Directory of Open Access Journals). The keywords used in search includes “ social media ”, “ productivity learning ”, “ achievement academic ”, “ students ”, “ *social media* ”, “ *learning productivity* ”, and “ *academic achievement* ”. Criteria established inclusions in election literature is as following : (1) article published in range 2020–2025 ; (2) discuss use of social media in context education tall or circles students ; (3) contains variables productivity learning, achievement academic, concentration, management time, or motivation Study ; and (4) published in Indonesian or Language English. As for the criteria exclusion covering articles that are not own methodology clear research, not is primary articles ( such as editorials or opinion ), and articles that are not can accessible in a way full text.

## C. Data collection technique

Data collection techniques in study This use method documentation, namely with collect, record, and analyze documents scientific in the form of article relevant journals with topic research. Data collection process done in a way systematic through a number of stage. First, stage identification, namely do search literature use the keywords that have been determined on the selected database. Second, stage *screening*, namely filter article based on title and abstract in accordance with criteria inclusion and exclusion that have been determined. Third, the stage *eligibility*, namely read in a way full ( *full-text reading* ) articles that pass the selection beginning For ensure suitability. Fourth, stage inclusion, namely set articles that meet the requirements all over criteria as material study end. From this process, we obtain as much as ten articles that meet criteria and made as primary data sources in study This.

## D. Data Analysis Techniques

Data analysis was performed use technique analysis content analysis and synthesis narrative ( *narrative synthesis* ). Analysis techniques content used For identify themes main, pattern findings and arguments key from every reviewed articles. Each article analyzed based on a number of aspects, namely : (a) objectives research ; (b) methods used ; ( c ) subjects / samples research ; ( d ) variables studied ; and (e) results and conclusions main. Next, synthesis narrative used For integrate findings from various article become A a cohesive and comprehensive narrative, so that can answer question study in a way holistic. In the synthesis process, researchers also carry out comparison between studies For identify consistency, contradictions, and gaps existing research *gaps* in literature.

## RESULTS AND DISCUSSION

### A. Research result Previously

Based on results study to ten article scientifically qualified criteria inclusion, obtained description comprehensive about influence use of social media to productivity Study students. All reviewed articles published in range 2021–2025, originating from from various institutions college high in Indonesia, and uses diverse approach methodology research. Summary results study previously served in Table 1 below.

**Table 1. Summary Study Previously about The Influence of Social Media to Productivity Study Students (2021–2025)**

No	Researcher & Year	Method	Sample/ Subject	Variables	Focus Platform	Key Findings
1	Indiani, Ardhana, & Yunus (2025)	Quantitative ; questionnaire	150 students various study programs	Social media usage, productivity learning, management time	Social media general	Correlation negative between social media use and productivity learning ; management time become factor moderator critical
2	Manurung, Manik, Girsang, Purba, & Peranginngin (2025)	Quantitative ; survey & interview	Students of the Mathematics Study Program, Faculty of Mathematics and Natural Sciences, HKBP Nommensen University	Social media, achievements learning, concentration, productivity	Instagram, TikTok, YouTube	Social media impact positive on access information and collaboration academic, but impact negative on concentration and productivity Study
3	Agustian, Suherti, Roro, & Nurdianti (2023)	Quantitative ; Pearson correlation & linear regression	Students of Bina Sarana Informatika University	Social media intensity, productivity Study	Social media general	Correlation positive significant ( $r=0.596$ ; $p<0.01$ ); 35.5% variation productivity Study explained by the intensity use of social media
4	Muthmainah & Akbar (2023)	Quantitative ; simple linear regression (SPSS)	37 Mathematics Education students of Pancasakti University, Makassar	Social media, achievements academic	Social media academic	There is influence significant (t- count $2.482 > t$ - table $2.030$ ; sig. $0.018$ ); $R^2=15.0\%$ ; the more Good utilization of social media For lectures, increasingly tall performance

No	Researcher & Year	Method	Sample/Subject	Variables	Focus Platform	Key Findings
5	Ramadhani & Suci (2024)	Quantitative correlation	Student various college high in Indonesia	Level of social media usage, productivity student	WhatsApp, Instagram, TikTok	academic There is connection between level use of social media with productivity students ; usage >3 hours/ day correlated with decline productivity academic
6	Yuliana & Setiawan (2021)	Quantitative ; survey questionnaire	Pamulang University Students	Social media, achievements learning, motivation Study	Facebook, Instagram, Twitter	Use of social media For entertainment correlated with low motivation learning ; use wise potential increase performance study ; recommended development digital literacy
7	Sudarsono Putri & Prasetyo (2023)	Quantitative ; linear regression	Student college high in Java	Social media overload, productivity Study	Instagram, TikTok	Social media overload has an effect negative significant to productivity learning ; advantages information trigger fatigue cognitive fatigue that inhibits concentration Study
8	Azizah & Anshori (2025)	Quantitative ; regression & path analysis	Student active TikTok users at various universities	usage, focus learning, productivity	TikTok	TikTok usage has an impact negative significant to focus and productivity Study students ; intensity watch content entertainment more dominant compared to content educative
9	Haryanto et al. (2023)	Quantitative ; correlation	Makassar State University Students	intensity, productivity, motivation Study	TikTok	Intensity TikTok usage has an impact negative significant to productivity ; goals use and motivation Study No

No	Researcher & Year	Method	Sample/Subject	Variables	Focus Platform	Key Findings
10	Bu'ulolo & Kristiawan (2025)	Qualitative study; literature & interviews	Student from various college in high Indonesia	social media, productivity, barriers academic	Social media general (all platforms)	proven as a significant mediator Social media play a role double : increase access information & network academic, but hinder productivity If used without management strategy good time

Source : Processed from various study previous (2021–2025)

## B. Discussion

### 1. Intensity Use of Social Media and Its Impact to Time Management

Based on synthesis from ten study previously studied, found strong consensus that intensity use of social media own influence significant to productivity Study students, especially in the dimension management time. Indiani et al. (2025) found correlation significant negative between social media use and productivity learn, with management time as factor the most critical moderator. Findings This in harmony with the results of Ramadhani and Suci (2024) which show that students who use social media more from three hours per day in a way consistent show decline productivity measurable academics.

Phenomenon This can explained through framework theory *Uses and Gratifications* which states that design algorithmic social media platforms in a way inherent creating a loop of gratification that is addictive. Constant notifications, features *infinite scroll*, and mechanisms *reward* based amount *likes* and comments push student For Keep going access the platform even in the middle session learning (Sundar & Limperos, 2021). Conditions This result in erosion allocation time Study in a way systematic and not realized by the students concerned.

### 2. The Influence of Social Media to Concentration and Focus on Learning

Dimensions concentration and focus Study is aspect the most consistent productivity affected negative impacts of social media use based on literature reviewed. Azizah and Anshori (2025) found that the use of TikTok in specific influential negative significant to focus and productivity Study students, with content entertainment dominate pattern consumption compared to content educational. In line with matter In this regard, Sudarsono Putri and Prasetyo (2023) identified that *social media overload* trigger fatigue cognitive *fatigue* which is direct hinder capacity concentration Study student.

Findings This in line with draft *attention residue* proposed by Levin et al. (2021), where interruptions from social media notifications produce disturbance distant concentration more persistent compared to interruption conventional, with average recovery concentration full need time about 23 minutes post-interruption. In context session general learning ongoing for 1–2 hours, disturbance kind of This potential eliminate almost half time Study effective student.

### 3. Role of Purpose of Use in Determining the Direction of Social Media Influence

One of findings important things that emerge from synthesis literature This is that

direction social media influence to productivity learning is very much determined by the goal its use. Muthmainnah and Akbar (2023) found that when student utilizing social media in a way directed For support activity lectures — such as look for references, discussion in group online learning, or access content educational — then performance academic they tend more high. On the other hand, Yuliana and Setiawan (2021) showed that dominated use of social media For objective entertainment and communication personal correlated negative with motivation and engagement academic.

Duality This reflect complexity relation between social media and productivity learning that is not can reduced become a complete relationship positive or negative. Findings Agustian et al. (2023) which shows correlation positive significant ( $r=0.596$ ) between intensity social media use and productivity Study need understood in context this : correlation positive the possibility big reflect pattern use of social media that is academic among sample students being studied. With Thus, the variable mediation in the form of goals and patterns use become factor crucial explanation in understand connection second variables the.

#### 4. Implications for Student Education and Digital Literacy Policy

Based on overall findings that have been synthesized, there is a number of implications important things that can formulated. First, the institution education tall need integrating digital literacy programs into in curriculum as effort build awareness student about impact use of social media to productivity academic they (Yuliana & Setiawan, 2021). Second, students need given training skills management time and digital *self-regulation*, considering that ability manage use of social media in a way independent proven become factor determinant in guard productivity learning ( Indiani et al., 2025). Third, lecturers and institutions can optimize use of social media as tool learning structured collaborative, so that the same platform potential become source distraction can reconfigured become asset productive pedagogical ( Manurung et al., 2025). Fourth, the development of policy use of social media in the environment academic including determination rule use gadget during the learning process is step concrete that can taken by the institution education For minimize impact negative social media to concentration and focus Study students ( Bu'ulolo & Kristiawan, 2025).

## CONCLUSION

Use of social media influential significant to productivity Study student with characteristic double, namely can increase results Study If used For objective academic, but lower productivity especially in the aspect management time and concentration If used in a way excessive. The implication is that universities tall need develop digital literacy, training management time, and utilizing social media as a directed learning medium. Limitations study This lies in the use literature review method with amount source limited and without primary data, so that generalization Still limited. Therefore that, research furthermore recommended using empirical data, expanding amount samples, as well as study other variables such as self-regulation and mental health to get more results comprehensive.

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