

THE IMPACT OF SOCIAL MEDIA USE ON STUDENTS' LEARNING CONCENTRATION: A LITERATURE

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Abstract

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The increasing use of social media has significantly influenced students' learning activities. Although social media offers educational benefits, excessive use may reduce students' learning concentration. This study aims to examine the impact of social media use on students' learning concentration through a literature review. A qualitative library research approach was employed by reviewing ten national and international journal articles published within the last five years. The selected studies were analyzed using descriptive qualitative and content analysis techniques. The findings indicate that excessive social media use generally decreases learning concentration by increasing distractions, multitasking, social media addiction, Fear of Missing Out (FOMO), and poor sleep quality. However, social media can also support learning when used for educational purposes, such as accessing learning materials, participating in academic discussions, and improving learning motivation. Overall, the impact of social media depends on its intensity and purpose of use. Therefore, responsible social media use and digital literacy are essential to maximize its educational benefits while minimizing its negative effects on students' learning concentration.

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INTRODUCTION

In the Society 5.0 era, social media has become an inseparable part of daily life and influences individuals of all ages, from children to adults. Among students, the widespread use of digital technology has led to increased engagement with social media in their everyday activities. While social media offers various benefits, excessive use may create challenges that affect students' learning processes. One of the major concerns is social media addiction, which can reduce learning motivation, interfere with concentration, and ultimately lead to a decline in academic performance.



On the other hand, when used appropriately, social media can also serve as an effective learning resource and support students' academic achievement. Academic achievement refers to the learning outcomes obtained after completing the educational process and is commonly reflected in students' grades or academic performance. Therefore, optimizing the educational benefits of social media requires proper guidance and supervision. The learning process should be supported by a conducive environment that encourages students' academic growth and motivation. In addition, active parental supervision is essential when students use digital devices to minimize the potential negative impacts of excessive social media use and prevent addiction that may hinder their academic development.

Teachers and parents are expected to play an active role in helping students develop responsible and effective social media habits. This study aims to review and synthesize previous research on the impact of social media on students' concentration, identify its positive and negative effects, and examine the role of teachers in mitigating these impacts. Social media should be utilized as a tool to support students' personal growth and academic development. When used appropriately, it offers numerous educational benefits, including access to up-to-date information, scholarly articles, and various learning resources that can enhance students' knowledge, understanding, and critical thinking skills.

However, inappropriate use of social media may have adverse effects on students' education. Excessive use can reduce students' engagement in learning, as they often spend more time consuming entertainment content that is unrelated to the curriculum, such as television programs, movies, Korean dramas, and other forms of digital media. Such exposure may also influence students' daily behavior and distract them from academic responsibilities. Consequently, classroom participation may decline, leading to reduced concentration during the learning process. Furthermore, excessive social media use often decreases the amount of time available for studying, which may negatively affect students' academic performance and overall learning outcomes.

This study is based on the premise that the risks associated with social media use can be minimized through preventive measures, appropriate regulations, and continuous supervision. Social media is not inherently designed as an ideal environment for children's development. Therefore, assuming that young people can safely integrate into the digital world without guidance is an oversimplification, as social media may produce both positive and negative effects on their development. When accompanied by proper supervision and guidance from parents and teachers, social media can serve as a valuable educational resource. However, the absence of such supervision may increase the likelihood of negative outcomes among young users.

Accordingly, this literature review aims to synthesize previous studies on the impact of social media on students' social and academic lives, examine students' awareness of responsible social media use, and explore strategies that foster positive and productive engagement with digital platforms. The findings are expected to provide useful insights for educators, schools, and policymakers in developing educational policies, teaching strategies, and learning materials that promote safe and effective social media use among students.

LITERATURE REVIEW

Previous studies have demonstrated that social media use has both positive and negative effects on students' concentration and academic achievement, depending on the intensity and purpose of its use.

Giunchiglia et al. (2020) examined the relationship between mobile social media usage and academic performance by analyzing smartphone usage data. The findings revealed that students with higher levels of social media use tended to have lower academic performance and weaker time management skills. The study suggests that excessive social media use may reduce students' learning concentration and negatively affect their academic outcomes.

Similarly, Rahayu et al. (2024), through a Systematic Literature Review, reported that social media can positively support the learning process when used as an educational medium. However, uncontrolled social media use may distract students from learning activities, resulting in decreased concentration and lower mathematics learning outcomes.

A quantitative study conducted by Azzahra et al. (2026) further confirmed the significant influence of social media on students' learning concentration. The results indicated that intensive social media use affects the effectiveness of concentration during the learning process, emphasizing the importance of managing social media use to support academic success.

Furthermore, Zerrouk et al. (2026) performed a systematic review and meta-analysis investigating the relationship between problematic social media use and academic achievement. Their findings demonstrated a significant negative association between problematic social media use and students' academic performance. The study identified reduced attention span, increased distraction, and impaired learning concentration as the primary mechanisms underlying this relationship.

Overall, the reviewed studies consistently indicate that excessive or problematic social media use is associated with decreased learning concentration and poorer academic performance. Nevertheless, when used appropriately as an educational resource, social media can facilitate learning and contribute positively to students' academic development. These findings provide a theoretical foundation for the present literature review on the influence of social media on students' concentration and academic achievement.

RESEARCH METHOD

This study employed a qualitative approach using a literature review (library research) method to examine and analyze the influence of social media on students' concentration and academic achievement. This method was selected because it enables the collection, review, and synthesis of relevant scholarly literature, including journal articles, books, previous research findings, and other academic publications, in order to develop a comprehensive understanding of the research topic without collecting primary data from the field.

The data used in this study consisted of secondary data obtained through literature searches in academic databases, including Google Scholar, Garuda, ScienceDirect, ProQuest, and institutional repositories. The literature was selected based on its relevance to the topics of social media use, learning concentration, and students' academic achievement. To ensure the relevance and currency of the findings, priority was given to publications from the last ten years, particularly those published in accredited national journals and reputable international journals.

Data were collected through a systematic literature review process consisting of the following stages:

1. Literature Search – Relevant literature was identified through academic databases using keywords such as social media and learning concentration, the influence of social media on academic achievement, and gadget use among adolescents.
2. Literature Screening – The identified publications were screened according to predetermined inclusion and exclusion criteria.
3. Literature Organization – The selected studies were organized and classified based on the research themes and variables under investigation.
4. Data Extraction – Key findings and relevant information from each selected source were extracted, documented, and properly cited for further analysis.

The data were analyzed using content analysis and descriptive qualitative analysis. This process involved identifying, comparing, and synthesizing findings from previous studies to reveal patterns, similarities, differences, and research gaps regarding the influence of social media on students' concentration and academic achievement. The analysis was conducted through the stages of data reduction, data display, and conclusion drawing, resulting in a systematic understanding of the relationships among the variables based on existing theories and empirical evidence reported in the literature.

To ensure the validity and credibility of the review, source triangulation was employed by comparing findings from multiple studies addressing similar topics. In addition, only academically credible sources, including accredited national journals and reputable international publications, were included in the review. The study also adhered to academic ethical principles by providing accurate citations and references in accordance with accepted scholarly writing standards to prevent plagiarism. It is expected that the findings of this literature review will provide a comprehensive conceptual and theoretical understanding of the patterns and extent of the influence of social media on students' academic outcomes.

RESULTS AND DISCUSSION

Research Results

Based on the literature search, 10 studies that met the inclusion criteria were selected for analysis. These studies, published within the last five years, were obtained from both national and international journals and examined the relationship between social media use and students' learning concentration. The reviewed studies focused on the intensity of social media use, students' learning behavior, and the effects of social media on the learning process.

The findings indicate that social media has become an integral part of students' daily lives. Platforms such as Instagram, TikTok, WhatsApp, YouTube, and Facebook are used not only for communication but also for entertainment, information seeking, and educational purposes. However, the high frequency of social media use encourages students to spend considerable amounts of time accessing content unrelated to their academic needs.

Most of the reviewed studies concluded that excessive social media use negatively affects students' learning concentration. Students are easily distracted by notifications, tend to check social media while studying, and frequently engage in multitasking

activities. These behaviors reduce their ability to maintain attention and focus, resulting in less effective learning and poorer comprehension of academic materials. The characteristics of the selected studies are summarized in Table 1.

Table 1
Penelitian terdahulu

No	Author(s)	Research Title	Country	Results	Findings
1.	Rahmawati, Aliem Bahri, Magfiratul Inayah, Musfiratul Nur Ramdhani, dan Muhammad Amin Said (2025)	Does Social Media Use Affect Elementary Students' Focus and Learning Achievement? A Study on Indonesian Language Learning	Indonesia	The results showed that the intensity of social media use had no significant effect on students' learning concentration (p = 0.072) or their Indonesian language learning outcomes (p = 0.862). These findings indicate that social media use is not the primary factor influencing students' learning concentration and academic achievement.	The study indicates that other factors, such as learning motivation, self-discipline, self-control, teachers' instructional strategies, and environmental support, have a greater influence on students' learning concentration and academic achievement than the intensity of social media use. Therefore, schools are recommended to enhance digital literacy, promote independent learning, and develop students' ability to manage their social media use effectively, rather than merely restricting its use.
2.	Chaedar Azhar Muzaqy dan	The Impact of Social Media Use on Students'	Indonesia	The study found that social media	The researchers found that the negative impacts

	Fitriah M. Suud (2025)	Concentration and Motivation: A Case Study at Muhammadiyah Sambisari Elementary School.		use has both positive and negative impacts on students. However, the negative effects were more dominant, with approximately 55% of students experiencing reduced learning concentration and 60% reporting a decline in learning motivation. Nevertheless, when used wisely, social media can also support learning by helping students access educational materials through platforms such as YouTube and by enhancing their motivation to study.	of social media outweigh its positive effects. To address this issue, schools have implemented several strategies, including prohibiting the use of gadgets during school hours, organizing religious programs (such as performing prayers on time, <i>Tahfiz Al-Qur'an</i> , and congregational <i>Dhuha</i> prayers), and conducting parenting programs that encourage parents to monitor their children's social media use. Collaboration between schools and parents is considered essential for maintaining students' learning concentration and motivation to learn.
3.	Qurratul Aini, Husnawati, dan Suhaili (2023)	<i>Hubungan Media Sosial TikTok Terhadap Konsentrasi</i>	Indonesia	The results showed a significant negative relationship	The study found that excessive TikTok use makes it more difficult for

		<i>Belajar Siswa.</i>		between students' learning concentration (F = 9.854; Sig. = 0.004 < 0.05). This indicates that the more frequently students use TikTok, the lower their learning concentration tends to be. Conversely, lower TikTok usage is associated with higher levels of learning concentration. Furthermore, TikTok use accounted for 51% of the variance in students' learning concentration.	students to concentrate, causes them to lose focus, reduces their sleep quality, and leads them to spend more time scrolling through content than studying. Therefore, students are encouraged to limit their TikTok use to improve their learning concentration and academic performance.
4.	Yulia Rahmawati, Nabilah Nabilah, Yusmandita Nafa Lutfiah, Athifah Muzharifah, dan Mochamad Iskarim. (2025)	<i>Persepsi Siswa Generasi Z terhadap Pengaruh Media Sosial dalam Perilaku Akademik dan Konsentrasi Belajar Siswa di Jenjang Sekolah Dasar (SD)</i>	Indonesia	The study showed that social media has both positive and negative effects on Generation Z students. On the positive side, it enhances learning motivation, facilitates access to educational	The study found that Generation Z students use social media more frequently for entertainment than for learning purposes. Therefore, parents, teachers, and schools should work collaboratively to guide students

				resources, and supports learning through platforms such as YouTube and Kahoot. However, excessive social media use can lead to distractions, reduced focus, decreased learning concentration, and lower academic motivation.	in using social media wisely. This requires strengthening digital literacy, monitoring students' use of digital devices, and integrating social media into the learning process to maximize its educational benefits while minimizing its negative effects.
5.	Hafizhotul Mumtazah & Ellen Prima (2026)	<i>Pengaruh Durasi Penggunaan Media Sosial terhadap Konsentrasi Belajar</i>	Indonesia	The study demonstrated that excessive social media use is significantly associated with students' learning concentration. The longer students spend using social media, the poorer their learning concentration tends to be. Excessive social media use is also associated with poor sleep quality, increased multitasking behavior, and lower academic	The study found an inverse relationship between social media use and students' learning concentration. Three primary mechanisms contribute to reduced learning concentration: (1) the addictive nature of social media, which makes it difficult for users to stop engaging with online content; (2) attentional residue, or the cognitive carryover from social media activities, which interferes with students' ability

				performance. Nevertheless, social media can still provide educational benefits when used wisely as a learning tool and a source of information.	to focus on learning tasks; and (3) the phenomenon of Fear of Missing Out (FOMO) and continuous notifications, which create frequent distractions. Furthermore, excessive social media use contributes to insufficient sleep among students, which indirectly impairs their learning concentration and academic performance.
6.	Hamidah & Okkita Rizan (2025)	The Influence of SocialMedia on Student Learning Behavior and Its Effects on Academic Achievement	Indonesia	This descriptive quantitative study involving 150 students found that academic-oriented social media use positively influenced learning behavior and academic achievement, whereas excessive non-academic use reduced concentration and time management (R = 0.456).	The impact of social media depends on its purpose. Educational use supports learning and academic achievement, while excessive entertainment use decreases concentration and hinders academic performance.
7.	Vareesha,	Impact of Social	Pakistan	A quantitative	Excessive social

	Fatima Raza, Mehak Sajjad, Arooj Butt, Muttahira Asif, & Daud Afzal (2026)	Media Usage on Academic Performance and Concentration Level Among University Students		correlational study involving 50 university students found a significant moderate negative relationship between social media use and learning concentration ($r = -0.507$, $p < 0.01$). However, no significant relationship was found between social media use and academic performance.	media use primarily reduces students' concentration by increasing distractions and decreasing attention span. Responsible social media use and effective time management are essential to support learning.
8.	Fausto Giunchiglia, Mirco Nitti, Bruno Lepri, Mauro Luca, Michele Zeni, Emmanouil Tragos, & Daniele Quercia (2020)	Mobile Social Media Usage and Academic Performance	Italia	This study analyzed university students' smartphone-based social media usage. The results showed that frequent social media use, particularly during studying and class attendance, was associated with lower academic performance and reduced learning effectiveness.	Excessive social media use during learning activities negatively affects students' concentration and academic performance. Limiting social media use while studying may improve learning outcomes.
9.	Jose M. Lukose & Abayomi O. Agbeyangi	Is Social Media Hindering or Helping Academic	South Africa	The study found that excessive social media use	The impact of social media depends on how it is used.

(2025)	Performance? A Case Study of Walter Sisulu University Buffalo City Campus	negatively affected academic performance by increasing distractions and reducing learning focus.	Responsible use can support learning, while excessive use may reduce students' concentration.
10. Abdul Khalique Shaikh, Saqib Ali, & Ramla Al-Maamari (2022)	Social Media Impact on Learning and Studying: A Bibliometric Analysis Oman	This study analyzed 50 Scopus-indexed journal articles published between 2017 and 2020 on social media use in learning. The results showed that the impact of social media on learning has become one of the most widely studied research topics.	The review indicates that social media has both positive and negative effects on learning. Appropriate use can support learning, whereas excessive use may reduce students' concentration and learning effectiveness.

Discussion

Based on the analysis of the reviewed studies, most of the literature indicates that social media use has a negative impact on students' learning concentration. Excessive use of social media tends to distract students during the learning process, reducing their ability to maintain attention on academic tasks. This finding is consistent with the studies conducted by Muzaqy and Suud, Aini et al., Vareesha et al., Giunchiglia et al., Lukose and Agbeyangi, and Mumtazah and Prima, all of which reported that higher levels of social media use are associated with lower learning concentration. These findings suggest that uncontrolled social media use may hinder students' ability to engage effectively in learning activities.

Several mechanisms explain how social media disrupts students' concentration. Continuous notifications from social media platforms frequently interrupt students while studying, making it difficult to sustain attention on learning materials. In addition, multitasking behaviors, such as switching between academic tasks and social media applications, divide students' cognitive resources and reduce their ability to process information effectively. Mumtazah and Prima further reported that factors such as *Fear of Missing Out* (FOMO), social media addiction, and sleep deprivation caused by late-night social media use contribute to decreased concentration. Therefore, the decline in students' learning concentration is influenced not only by the duration of social media use but also by usage patterns that increase distractions during the learning process.

Despite these negative findings, several studies have demonstrated that social media can also support learning when used appropriately for educational purposes. Hamidah and Rizan found that the educational use of social media positively influenced students' learning behavior and academic achievement. Similar findings were reported by Rahmawati et al., Shaikh et al., and Yulia Rahmawati et al., who highlighted that social media provides access to learning resources, facilitates academic discussions, and enables students to obtain educational content through digital platforms such as YouTube. These findings indicate that the impact of social media depends largely on how it is used. When utilized as a learning tool, social media can enhance students' learning experiences; however, when primarily used for entertainment or non-academic activities, it is more likely to reduce learning concentration.

On the other hand, not all studies reported a significant relationship between social media use and learning concentration. Rahmawati et al. found that the intensity of social media use did not significantly affect students' learning concentration or academic performance. This finding suggests that learning concentration is also influenced by other factors, including learning motivation, self-discipline, self-regulation, teaching strategies, and the learning environment. The variation in research findings indicates that the relationship between social media use and learning concentration is complex and cannot be explained solely by the amount of time spent on social media. Individual characteristics and environmental factors should also be considered when examining students' concentration.

Overall, the findings of this literature review demonstrate that social media has both beneficial and detrimental effects on students' learning concentration. However, the majority of the reviewed studies emphasize its negative impact, particularly when social media is used excessively and without self-regulation. Excessive use increases distractions, reduces sustained attention, and interferes with effective time management during learning activities. Nevertheless, social media also has the potential to improve learning outcomes when employed as an educational resource. Therefore, students should be encouraged to use social media responsibly, while educators and parents should promote digital literacy and guide students toward productive and educational uses of social media to minimize its adverse effects on learning concentration.

CONCLUSION

Based on the analysis of ten scientific articles, it can be concluded that social media use has an impact on students' learning concentration. Most studies indicate that excessive social media use can lead to distractions, multitasking, poor sleep quality, and the frequent habit of checking notifications, all of which reduce students' ability to concentrate during learning activities. However, several studies also suggest that social media can have positive effects when used for academic purposes, such as accessing learning resources, engaging in academic discussions, and enhancing learning motivation. Therefore, the impact of social media on learning concentration largely depends on the intensity, purpose, and manner of its use. These findings highlight the importance of the collaborative roles of schools, teachers, parents, and students in the learning process.

Overall, the findings of this literature review indicate that social media has both positive and negative effects on students' learning concentration. Excessive and uncontrolled use tends to have negative consequences, whereas the use of social media as a learning tool can provide positive educational benefits. Therefore, collaboration

among schools, teachers, parents, and students is essential to foster a healthy culture of social media use. This can be achieved by strengthening students' digital literacy, monitoring and managing device usage, and integrating social media into educational activities to enhance the learning experience.

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