

## Does Social Media Use Affect Elementary Students' Focus and Learning Achievement? A Study on Indonesian Language Learning

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**ABSTRACT:** The rapid development of digital technology has integrated social media into students' daily routines, including their learning processes. Despite its potential for enhancing communication and information access, excessive social media use has raised concerns regarding its impact on students' concentration and academic performance, particularly in subjects requiring focused attention, such as Indonesian Language. This study investigates the relationship between social media usage intensity and both concentration and learning outcomes in elementary school students. A quantitative ex post facto approach was applied, involving 30 fourth- and fifth-grade students at SD Muhammadiyah Perumnas. Data were collected through observations and questionnaires, which were analysed using simple linear regression via SPSS version 25. The instruments used demonstrated validity and reliability, with Cronbach's Alpha values exceeding 0.70. The results showed that the intensity of social media usage did not significantly affect students' learning concentration ( $p = 0.072$ ) or their Indonesian language learning outcomes ( $p = 0.862$ ). These findings suggest that while social media usage intensity has a unidirectional relationship with both concentration and learning outcomes, its impact is statistically insignificant. The study concludes that other internal factors, such as motivation, discipline, and environmental support, play a more substantial role in student performance. Educational interventions should focus on fostering independent learning, digital literacy, and self-control, rather than restricting social media usage alone.

**Keywords:** learning concentration, learning outcomes, social media.

**ABSTRACT:** Perkembangan pesat teknologi digital telah mengintegrasikan media sosial ke dalam rutinitas harian siswa, termasuk dalam proses pembelajaran mereka. Meskipun media sosial memiliki potensi untuk meningkatkan komunikasi dan akses informasi, penggunaan yang berlebihan menimbulkan kekhawatiran terhadap dampaknya pada konsentrasi dan prestasi akademik siswa, khususnya pada mata pelajaran yang memerlukan fokus tinggi seperti Bahasa Indonesia. Penelitian ini bertujuan untuk menyelidiki hubungan antara intensitas penggunaan media sosial dengan konsentrasi dan hasil belajar siswa sekolah dasar. Pendekatan yang digunakan adalah kuantitatif dengan metode ex post facto, melibatkan 30 siswa kelas IV dan V di SD Muhammadiyah Perumnas. Data dikumpulkan melalui observasi dan kuesioner, kemudian dianalisis menggunakan regresi linear sederhana dengan bantuan SPSS versi 25. Instrumen penelitian terbukti valid dan reliabel dengan nilai Cronbach's Alpha lebih dari 0,70. Hasil penelitian menunjukkan bahwa intensitas penggunaan media sosial tidak berpengaruh signifikan terhadap konsentrasi belajar siswa ( $p = 0,072$ ) maupun terhadap hasil belajar Bahasa Indonesia ( $p = 0,862$ ). Temuan ini menunjukkan bahwa meskipun terdapat hubungan searah antara intensitas penggunaan media sosial dengan konsentrasi dan hasil belajar, pengaruhnya tidak signifikan secara statistik. Penelitian ini menyimpulkan bahwa faktor internal lain seperti motivasi, kedisiplinan, dan dukungan lingkungan memiliki peran yang lebih besar terhadap kinerja belajar siswa. Oleh karena itu, intervensi pendidikan sebaiknya difokuskan pada

*pengembangan kemandirian belajar, literasi digital, dan pengendalian diri, bukan hanya pada pembatasan penggunaan media sosial semata.*

**Kata Kunci:** *media sosial, hasil belajar, konsentrasi belajar.*

## INTRODUCTION

In the current digital era, the use of social media among students has significantly increased, becoming an integral part of their daily lives (Kamil et al., 2023). Technological advancements brought by globalisation have influenced various domains of social life, including education (Ilahin, 2022). Information and communication technologies now play a pivotal role not only in storing and managing data but also in enhancing the learning process (Zehra & Kesharwani, 2024). Among these technologies, social media has emerged as a powerful influence in students' academic and social experiences. Social networking platforms such as Instagram, WhatsApp, Facebook, and Twitter have evolved into essential tools not only for communication but also for disseminating information and accessing learning resources (Telaumbanua & Zai, 2025; Chemnad et al., 2023; Alpian et al., 2023). Initially intended for interaction and entertainment, social media is now increasingly leveraged as a learning aid while simultaneously raising concerns about its negative impacts (Purwaningsih et al., 2022; Akhtar et al., 2023).

Excessive and uncontrolled social media usage has begun to affect students' learning behaviours and academic focus, particularly in subjects that require concentration and strong language comprehension, such as Language Indonesia (Kaye, 2021). The tendency to rely on instant answers through online searches rather than engaging with the material deeply has resulted in diminished enthusiasm and focus in learning (Aini, 2023; Adiyono et al., 2025). Learning itself is a dynamic process marked by behavioural changes, which include the development of cognitive skills, attitudes, habits, and critical thinking abilities (Nurfajar, 2023).

Preliminary observations at Muhammadiyah Perumnas Elementary School revealed a noticeable decline in students' attention spans during lessons. This is largely attributed to a lack of awareness, both among students and their parents, regarding the importance of regulating smartphone usage. Excessive use of mobile devices for non-academic activities such as online gaming, social media browsing, and watching entertainment content on platforms like YouTube, TikTok, and Instagram was identified as a key factor in disrupting students' learning focus (Zulfa & Mujazi, 2022; Azizah & Anshori, 2025). Moreover, digital media consumption also has the potential to influence children's moral and social behaviours (Alifani & Sumpono, 2023). Thus, consistent monitoring and control from parents and educators is necessary (Marliana et al., 2024; Sulisworo et al., 2025).

The lack of supervision at home and in school settings allows students excessive freedom in using mobile devices. For instance, many students immediately use their phones during moments of teacher absence, neglecting classroom instructions and assignments. This decline in concentration not only

affects their classroom engagement but also negatively impacts academic performance over time (Rohman, 2022; Koç & Kanadlı, 2025). A failure to focus on material comprehension, task completion, and instruction adherence can significantly lower learning outcomes. Collaborative efforts between parents and schools are therefore essential to regulate social media usage and foster healthy learning discipline (Zulfa & Mujazi, 2022; Tlili et al., 2023; Situmorang, 2023); Suradji & Latifah, 2024; Kurniawan & Alfurqan, 2023; Zhang et al., 2025).

Although prior studies have examined the use of social media in education, particularly in secondary and higher education, most focus on broad areas such as its impact on learning motivation, academic achievement, or the development of students' social character (Rahmawati & Soekarta, 2021; Bujuri et al., 2023; Nurfajar, 2023). In contrast, specific investigations into the relationship between the intensity of social media use, learning concentration, and academic performance in elementary school students remain limited (Yusop et al., 2022). This age group is in a critical stage of cognitive and social development and is highly susceptible to external influences, particularly digital media exposure (Waafyah & Umam, 2024; Muhammad & Afifah, 2023; Pramitha & Mubin, 2025 ; Wang et al., 2022).

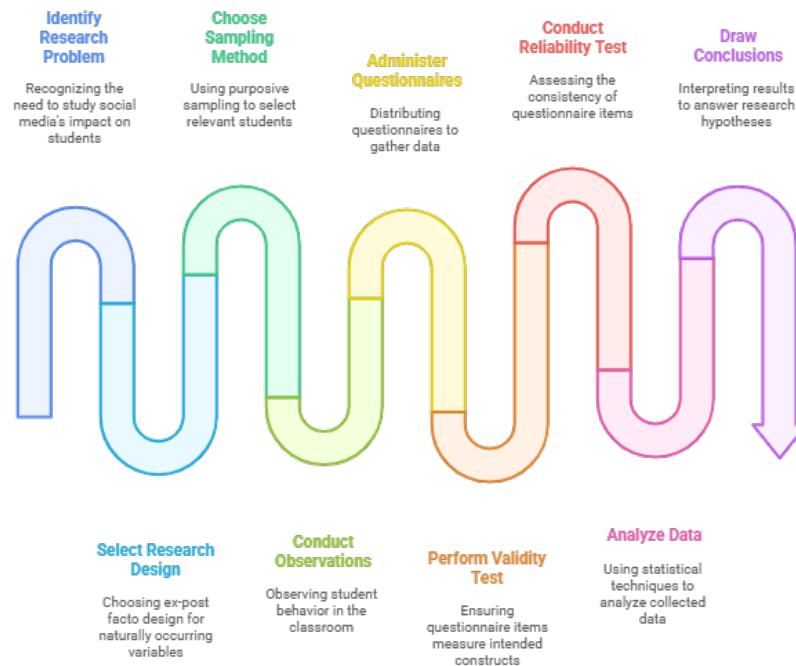
In response to this research gap, the present study uniquely focuses on the influence of social media usage intensity on students' concentration and academic outcomes, specifically in Language Indonesia among fourth- and fifth-grade students at Muhammadiyah Perumnas Elementary School. This study aims to fill a significant gap in existing literature by providing empirical evidence and new insights into how social media usage impacts the foundational learning processes of younger students, an area that has been underexplored.

## RESEARCH METHOD

This study employs a quantitative approach with an ex-post facto research design. According to Creswell (2014), quantitative research focuses on the collection of numerical data, which is then analysed using statistical techniques to test hypotheses or determine the relationships between variables. The ex-post facto design was chosen for this study as it investigates the influence of naturally occurring variables, allowing for the analysis of the relationship between social media usage intensity, concentration, and academic outcomes. The research was conducted at Muhammadiyah Perumnas Elementary School, with a population of 87 students. From this population, 30 students were selected as samples using a purposive sampling method, aimed at obtaining relevant, focused, and accurate data aligned with the research objectives (Lubis & Nirmalasari, 2023).

Data collection in this study involved a combination of observation and questionnaires. Observations were made to directly assess learning conditions, student interactions, and activities that reflect real educational behaviours. This method enabled the researchers to gain an objective, contextual understanding of student dynamics, which complemented the data collected from the questionnaires. The questionnaire, the primary data collection tool, was structured around predetermined indicators corresponding to the research

objectives (Parinsi et al., 2024). It focused on three main variables: social media usage intensity, learning concentration, and Indonesian learning outcomes. To accommodate the age group of elementary school students, the questionnaire was simplified into a dichotomous scale (Yes/No).



**Figure 1.** Research process sequence

The initial observation took place directly at Muhammadiyah Perumnas School, where it was observed that students' attention declined when teachers left the classroom. Based on these observations, purposive sampling was employed, focusing on high-grade students (Grades IV and V) who were actively using smartphones. The instruments used for data collection included questionnaires designed around the three variables: intensity of social media use, concentration, and learning outcomes (Fanggidae et al., 2024).

A validity test ensured that each item effectively measured the intended indicators, and a reliability test assessed internal consistency. The questionnaires were distributed, recollected to prevent data loss, and scored with "Yes" receiving 1 point and "No" receiving 0. The data was managed through coding, scoring, and tabulation, then analysed using descriptive and inferential statistical techniques to draw conclusions and answer the research hypotheses..

The data obtained from the questionnaires was analyzed quantitatively to assess the effect of social media usage intensity on student concentration and learning outcomes. The analysis followed these stages:

### Validity Test

According to Riska (2019) and Winatha et al. (2023). Validity testing measures whether the questionnaire items accurately measure the intended constructs. In this study, a sample of 30 students was used, with an r-table value of 0.36 at a

significance level of 5% ( $\alpha = 0.05$ ). An item is considered valid if the calculated r-value exceeds the r-table value.

### Reliability Test

Reliability testing is essential to ensure the consistency of the instrument's measurement. Although validity does not guarantee reliability, an instrument that yields consistent results over repeated uses is deemed reliable (Winatha et al., 2023). Reliability was assessed using Cronbach's Alpha coefficient, with a minimum threshold of 0.70. An instrument is considered reliable if its Cronbach's Alpha exceeds this limit.

### Frequency Distribution

Frequency distribution is used to present the data in a table format that shows the number of occurrences (frequencies) within each category or range. This helps in understanding the patterns of data and the characteristics of the respondents.

### Uji Hypothesis

Hypothesis testing was conducted to determine whether the independent variable (X) significantly influenced the dependent variable (Y). In this study, simple linear regression was used for hypothesis testing, with the aid of SPSS software version 25. The decision rule for hypothesis testing was: If the significance value (Sig.)  $< 0.05$ ,  $H_0$  is rejected and  $H_1$  is accepted (indicating a significant effect); If the significance value (Sig.)  $\geq 0.05$ ,  $H_0$  is accepted and  $H_1$  is rejected (indicating no significant effect).

## RESULT AND DISCUSSION

### Result

This study aims to examine the relationship between the intensity of social media use, learning concentration, and student learning outcomes. Before conducting the analysis using simple linear regression, the validity and reliability of the research instruments were tested. After confirming that the instruments were valid and reliable, the collected data were analysed using SPSS version 25. The results of the analysis are presented in tabular form and described descriptively.

**Table 1.** Variable Validity Test Results

| Instrument                    | Calculated r value | Table r values | Information |
|-------------------------------|--------------------|----------------|-------------|
| Intensity of Social Media Use | 0.42               | 0.36           | Valid       |
| Learning Concentration        | 0.44               | 0.36           | Valid       |
| Learning Outcomes             | 0.44               | 0.36           | Valid       |

An instrument is considered valid if the calculated r value exceeds the r value from the table. In this study, the number of respondents was 30, which resulted in a degree of freedom (df) of 28. Based on a 5% significance level ( $\alpha = 0.05$ ), the

r-table value was 0.36. The results showed that the calculated r values for the Social Media Use Intensity (0.42), Learning Concentration (0.44), and Indonesian Learning Outcomes (0.44) instruments were all greater than the r-table value. Hence, all three instruments were declared valid and suitable for use in this research.

These findings are consistent with the study by Zaenal & Sahabuddin (2023), which emphasised that validity refers to the ability of the instrument to accurately measure the intended attributes, with Pearson Correlation values exceeding the r-table value, demonstrating the instrument's validity. Similarly, Yusuf et al. (2022) observed that their instrument for measuring internet addiction and social interaction underwent validity and reliability tests, with reliability results of 0.759 and 0.747, respectively. These results further confirm the importance of validity and reliability testing in ensuring the accuracy and suitability of research instruments. After the instruments were validated, a reliability test was conducted, which is a prerequisite for determining the consistency of the measurement results. While a valid instrument does not automatically guarantee reliability, repeated use of an instrument that consistently yields accurate results can be considered reliable (Winatha et al., 2023).

**Table 2.** Variable Reliability Test Results

| Instrument                    | Cronbac'h Alpha Value | Standard | Information |
|-------------------------------|-----------------------|----------|-------------|
| Intensity of Social Media Use | 0.82                  | 0.70     | Reliabel    |
| Learning Concentration        | 0.84                  | 0.70     | Reliabel    |
| Learning Outcomes             | 0.78                  | 0.70     | Reliabel    |

An instrument is considered reliable if its Cronbach's Alpha value exceeds 0.70, indicating that the items within the instrument demonstrate adequate internal consistency. In this study, the Cronbach's Alpha values for the Social Media Use Intensity (0.82), Learning Concentration (0.84), and Indonesian Learning Outcomes (0.78) instruments all exceed the minimum threshold of 0.70. Therefore, all three instruments were deemed reliable for consistent use in data collection.

The reliability of these three variables, social media use intensity, learning concentration, and Indonesian learning outcomes, has been confirmed, and they can be consistently used for the data collection process. Following the reliability testing, the data analysis proceeded with the examination of the frequency distribution of respondents for each variable indicator.

**Table 3.** Distribution of the Frequency of Social Media Use Intensity

| No | indicator                              | Total Score | Relative Frequency |
|----|----------------------------------------|-------------|--------------------|
| 1. | Social Media Ownership and Access      | 89          | 30%                |
| 2. | Frequency of Social Media Use          | 94          | 32%                |
| 3. | Types of social media content consumed | 112         | 38%                |

|              |            |             |
|--------------|------------|-------------|
| <b>Total</b> | <b>295</b> | <b>100%</b> |
|--------------|------------|-------------|

Table 3 shows the frequency distribution of respondents' responses to each indicator of social media use intensity. The indicator "Types of Social Media Content Consumed" accounts for the highest proportion (38%), followed by "Frequency of Social Media Use" at 32%, and "Ownership and Access to Social Media" at 30%. These percentages were calculated from a total score of 295, obtained through the responses of 30 students to five statements for each indicator. These results indicate that the content accessed plays a dominant role in social media usage, while device ownership and access remain fundamental factors supporting participation.

These findings align with Rosyidah & Nugraheni (2021), who found that the visual features and appealing content of TikTok are major factors driving users to access the platform repeatedly, due to the instant gratification it provides. TikTok's platform allows users to create and consume short videos that generate high engagement, emphasising that users are motivated not just by information needs but by visual and emotional stimuli. Similarly, Daniati et al. (2022) found that the availability of diverse and accessible content made TikTok the most frequently used platform among students, even more so than other social media platforms. Both studies support the idea that content accessibility and visual appeal dominate patterns of social media use, as reflected in the distribution of indicators in this study.

After analysing the frequency distribution of social media use intensity, the next step is to examine the frequency distribution of students' learning concentration. This analysis is crucial to provide an overview of students' focus and attention levels during the learning process. The data will be presented in the form of a frequency distribution to facilitate the interpretation of learning concentration patterns, shedding light on how students typically engage with their lessons.

**Table 4. Learning Concentration Frequency Distribution**

| <b>No</b>    | <b>Indicator</b>             | <b>Total Score</b> | <b>Relative Frequency</b> |
|--------------|------------------------------|--------------------|---------------------------|
| 1.           | Focus When Learning          | 112                | 38%                       |
| 2.           | Task completion well         | 81                 | 28%                       |
| 3.           | Ability to remember material | 100                | 34%                       |
| <b>Total</b> |                              | <b>295</b>         | <b>100%</b>               |

Table 4 illustrates the frequency distribution based on respondents' answers to each indicator of learning concentration. From the total score of 295, the "Focus When Learning" indicator received the highest score (38%), suggesting that most students exhibit a good level of focus during the learning process. The "Ability to Remember Material" ranked second with a score of 34%, indicating that students' memory retention of the material is quite strong. In contrast, the "Task Completion Well" indicator received the lowest score (28%), highlighting that there is room for improvement in students' ability to complete assignments optimally.

These findings are consistent with the research by Wahyuningsih et al. (2019), which found that activities that promote focus, such as brain gym exercises and relaxation techniques, significantly improve students' concentration, particularly in understanding and retaining information. This suggests that when students' focus improves, they are more mentally prepared and able to maintain attention on the material for longer periods. This aligns with the results of this study, where the majority of students showed good performance in the focus aspect, contributing directly to their active engagement during learning activities.

Furthermore, Riinawati (2021) found that high levels of concentration, especially in focus and attention management, correlate with better academic performance. In situations of online learning, students with strong focus skills were more able to understand material and complete tasks consistently, supporting the view that focus is not only a component of concentration but a crucial element in learning success, particularly in independent or online learning contexts.

After getting an overview of the level of students' learning concentration, it is also necessary to map their learning outcomes. This information is important to see the final results of the learning process that has taken place. Therefore, data on student learning outcomes are presented to show the distribution of grades that have been successfully achieved in Indonesian subjects. The following is the distribution of the frequency of student learning outcomes.

**Table 5.** Distribution of Frequency of Student Learning Outcomes

| No           | Indicator                     | Total Score | Relative Frequency |
|--------------|-------------------------------|-------------|--------------------|
| 1.           | Semester Exam Scores          | 108         | 36%                |
| 2.           | Concept Understanding         | 89          | 30%                |
| 3.           | Problem-Solving and Reasoning | 102         | 34%                |
| <b>Total</b> |                               | <b>295</b>  | <b>100%</b>        |

Table 5 shows the frequency distribution based on the respondents' responses to each indicator of the learning outcome instrument. Of the total score of 295, the "Semester Exam Scores" indicator achieved the highest score (36%), suggesting that success in semester exams is the most dominant aspect in reflecting student learning outcomes. The "Problem-Solving and Reasoning" indicator ranked second with a score of 34%, indicating that students' ability to think critically and solve problems is also relatively strong. On the other hand, the "Concept Understanding" indicator scored the lowest (30%), signalling that students' grasp of concepts requires further improvement in the context of Indonesian learning.

These results align with Sunarni et al. (2022), who found that integrating concept mapping and problem-solving strategies significantly improved student learning outcomes. This approach requires students to deeply understand concepts and apply them to problem-solving tasks, explaining why "Semester Exam Scores" and "Problem-Solving" indicators received high scores in this study. Additionally, Rahayu et al. (2024) demonstrated that the use of the Problem-Based

Learning (PBL) model improved student learning outcomes in Indonesian subjects. Their research showed significant gains in students' ability to solve problems and apply the material learned. This corroborates the findings in the present study, where the "Semester Exam Scores" and "Problem Solving" indicators were the most dominant in reflecting students' learning outcomes.

The frequency distribution of student learning outcomes provides an initial overview of academic achievement following the intervention. However, to determine if the differences in learning outcomes are statistically significant, further analysis is required. Therefore, a hypothesis test was conducted using simple linear regression to assess whether there was an impact of social media use intensity on student learning outcomes. The results of this hypothesis test are presented in the following table.

**Table 6.** Hypothesis Test of Variables X and Y1

| Coefficients <sup>a</sup> |                               |                             |            |                           |       |      |
|---------------------------|-------------------------------|-----------------------------|------------|---------------------------|-------|------|
| Model                     |                               | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|                           |                               | B                           | Std. Error | Beta                      |       |      |
| 1                         | (Constant)                    | 6.377                       | 1.862      |                           | 3.424 | .002 |
|                           | intensity of social media use | .345                        | .184       | .333                      | 1.869 | .072 |

a. Dependent Variable: learning concentration

In simple linear regression, the significance value (p-value) is used to determine the strength of the relationship between variables. According to Sailer et al. (2024), if  $p < 0.05$ , the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted, indicating a significant relationship. Conversely, if  $p > 0.05$ ,  $H_0$  is accepted, meaning no significant relationship exists. In this study, the p-value for the intensity of social media use was 0.072, which is greater than the significance threshold of 0.05. Therefore, the results of the analysis were not significant, and the null hypothesis ( $H_0$ ) stating that there is no effect between the intensity of social media use and student learning concentration was accepted. The alternative hypothesis ( $H_1$ ), which posits that a significant influence exists, was rejected. Although the regression coefficient indicates a positive relationship, it is not statistically significant enough to infer a strong or consistent impact on learning concentration (Zaenal & Sahabuddin, 2023).

**Table 7.** Hypothesis Test of Variables X and Y2

| Coefficients <sup>a</sup> |                               |                             |            |                           |       |         |
|---------------------------|-------------------------------|-----------------------------|------------|---------------------------|-------|---------|
| Model                     |                               | Unstandardized Coefficients |            | Standardized Coefficients | t     | Itself. |
|                           |                               | B                           | Std. Error | Beta                      |       |         |
| 1                         | (Constant)                    | 9.662                       | 1.786      |                           | 5.411 | .000    |
|                           | intensity of social media use | .031                        | .177       | .033                      | .175  | .862    |

a. Dependent Variable: learning outcomes

The decision rule for hypothesis testing is as follows: if the significance value (Sig.) is less than 0.05,  $H_0$  is rejected, and  $H_1$  is accepted (indicating a significant effect). If the significance value (Sig.) is greater than or equal to 0.05,  $H_0$  is accepted, and  $H_1$  is rejected (indicating no significant effect). The results of the simple linear regression test indicated that the intensity of social media use did not have a significant effect on student learning outcomes. The t-value was 0.175, and the p-value was 0.862 ( $p > 0.05$ ), which is well above the threshold of 0.05. These results suggest that there is no statistically significant relationship between the intensity of social media use and student learning outcomes. Consequently, the null hypothesis ( $H_0$ ) is accepted, indicating that social media use intensity is not a significant predictor of student learning outcomes (Sailer et al., 2024).

## Discussion

This study aimed to determine the effect of the intensity of social media use on the concentration and learning outcomes of Indonesian students at SD Muhammadiyah Perumnas. The results of the regression analysis revealed that the intensity of social media use did not have a significant influence on either student learning concentration or learning outcomes. The significance values for both dependent variables were greater than 0.05:  $p = 0.072$  for learning concentration and  $p = 0.862$  for learning outcomes. Although the regression coefficients in both models showed positive values, indicating a unidirectional relationship, the strength of the relationship was weak and statistically insignificant.

These findings align with the study by Pramitha & Mubin (2025), where the Chi-Square test revealed that the intensity of social media use did not significantly affect student concentration levels, as evidenced by a ratio of  $\chi^2$  table  $> \chi^2$  calculated ( $12.59 > 9.235$ ), leading to the acceptance of  $H_0$ . Their study concluded that despite varying levels of social media use, it did not directly interfere with students' concentration. This suggests that the duration of social media use is not the sole factor influencing concentration levels during learning.

Similar findings were observed in the research by Nurfajar (2023), where a correlation test revealed that the intensity of gadget use had no significant effect on student achievement or learning outcomes. They concluded that fifth-grade students at SDN 125 Taruna Karya Bandung did not exhibit dependence on gadgets, reinforcing the notion that gadget use and its impact on learning outcomes were not significant. Support for these findings can also be found in the study by Riska et al. (2021), where the calculated  $\chi^2$  value was 0.025, significantly lower than the table  $\chi^2$  value of 21.02. This led to the acceptance of  $H_0$ , confirming that there was no effect of social media on mathematics learning outcomes at SMA Negeri 14 Iskandar Muda, Banda Aceh. The study concluded that social media had no significant influence on students' academic performance in mathematics.

The analysis of the lack of statistical significance ( $p = 0.072$  for concentration and  $p = 0.862$  for learning outcomes) should be explored more critically. For instance, the study could delve into why, despite a positive relationship in the regression coefficients, no significant effect was observed. A connection to

relevant educational theories, such as Zimmerman's Self-Regulated Learning theory (2002), would help explain how internal factors like self-regulation may mitigate the potential negative effects of social media on concentration. This theory suggests that students with strong learning awareness and discipline might still manage social media distractions effectively. Furthermore, the discussion would benefit from an exploration of limitations such as sample size or the cross-sectional nature of the study that could have impacted the findings. Additionally, future research could expand by investigating the content type consumed on social media or the time-of-day variable, which may have influenced the results. Ajzen Theory of Planned Behavior (1991) further supports this by emphasizing that behavior is influenced by intentions, social norms, and perceptions of control over actions. Students with strong learning intentions and high self-control can mitigate distractions from social media use, which may explain why social media intensity alone does not have a substantial impact on their learning outcomes.

The findings of this study suggest that the intensity of social media use is not the sole or dominant factor influencing student concentration and learning outcomes. Other internal and external factors, such as the emotional and psychological state of students, and the teaching strategies employed by educators, likely play a more significant role in shaping students' focus during learning. Over-simplifying concentration issues by solely attributing them to social media use may lead to superficial and incomplete analyses.

These results offer a new perspective on understanding the dynamics of student learning concentration in the context of today's digital landscape. Interventions that focus solely on restricting social media access may miss the mark, especially if they do not also aim to foster independent learning attitudes, enhance digital literacy, and cultivate time management skills. A more holistic approach is needed one that guides students in using social media productively and selectively for learning, collaboration, and self-development purposes.

Furthermore, it is important to recognise that the influence of social media on the learning process is highly contextual. The effect depends on factors such as the content consumed, the duration and timing of use (e.g., during study hours versus leisure time), and an individual's ability to regulate technology use effectively. On the other hand, factors such as monotonous teaching methods, non-contextual material, and lack of emotional engagement in lessons may contribute more significantly to low concentration levels than social media usage itself.

The implications of these findings suggest a shift in educational strategies. Instead of rigid restrictions on social media, educational approaches should focus on developing students' soft skills, emotional intelligence, and critical thinking abilities. Creating a responsive and supportive learning environment that helps students manage distractions and make the most of digital tools will be key to enhancing their learning concentration and outcomes.

## CONCLUSION

Based on the results of this study involving upper-grade elementary school students (approximately ages 10–11) in a formal school setting, it can be concluded that the intensity of social media use does not have a significant influence on students' learning concentration or Indonesian language learning outcomes. This conclusion is supported by the significance values (p-values) of 0.072 for the learning concentration variable and 0.862 for the learning outcomes variable, both of which exceed the significance threshold of 0.05. Therefore, the null hypothesis ( $H_0$ ) is accepted, indicating that the relationship between the variables is not statistically strong enough to be considered significant. These findings suggest that the intensity of social media use should not be viewed as a sole predictor of student concentration and academic achievement.

Given that no significant influence was found between social media use intensity and student concentration or learning outcomes, it is recommended that schools, as formal educational institutions, focus not only on the duration of students' social media use but also on strategies aimed at enhancing the quality of classroom learning. Teachers are encouraged to employ teaching methods that promote active student engagement, such as problem-based learning models and interactive discussions, to foster better understanding of concepts and the development of critical thinking skills.

Future research should aim to address these limitations by employing more detailed and comprehensive measurement tools, such as Likert scales or diary methods, to capture the nuances of social media use. Additionally, future studies could use experimental or longitudinal designs to explore the causal effects of social media on learning outcomes over time. Investigating other potential factors that influence student concentration and academic performance, such as teaching strategies, student motivation, and psychological factors, would help provide a more holistic understanding of the academic challenges faced by students in the digital age. Exploring how different types of social media content (e.g., educational versus entertainment) affect learning outcomes would also provide valuable insights. Finally, studies could expand to include a more diverse sample of students across different age groups, educational settings, and cultural contexts to enhance the generalizability of the findings.

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