

The Influence of Social Media Use on Students' Learning Patterns in Senior High Schools in West Sumatra

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<p>Article history: Received 12-10-2025 Revised 22-10-2025 Accepted 28-10-2025 Published 14-12-2025</p> <p>How to cite: Dahliana, D., Saufi A. H. B., Muthi'ah, Melindawati, S., Yandi, A., & Narawangsa, N. (2025). The Influence of Social Media Use on Students' Learning Patterns in Senior High Schools in West Sumatra. <i>Edcomtech: Jurnal Kajian Teknologi Pendidikan</i>, 10(2), 160–170. https://doi.org/10.17977/um039v10i22025p160-170</p> <p>© The Author(s)  This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License</p>	<p><i>Penelitian ini dilatarbelakangi oleh meningkatnya penggunaan media sosial di kalangan siswa yang berpotensi memengaruhi pola belajar dan hasil akademik. Penelitian ini bertujuan untuk menganalisis pengaruh penggunaan media sosial terhadap pola belajar siswa SMA/SMK di Sumatera Barat. Metode penelitian menggunakan pendekatan kuantitatif melalui survei daring yang diikuti oleh 183 siswa sebagai responden. Instrumen pengumpulan data berupa kuesioner tertutup dan terbuka yang mengukur frekuensi penggunaan media sosial, jenis platform yang digunakan, serta dampaknya terhadap konsentrasi, manajemen waktu, dan penyelesaian tugas belajar. Hasil penelitian menunjukkan bahwa 46% siswa menggunakan Instagram, 29% menggunakan TikTok, dan 15% menggunakan Facebook, sedangkan 10% tidak menggunakan media sosial sama sekali. Dari segi durasi penggunaan, 21% siswa menggunakan media sosial selama 3–4 jam, 19% selama 4–5 jam, dan 17% selama 1–2 jam per hari. Temuan juga menunjukkan adanya kecenderungan penurunan konsentrasi dan kesulitan mengatur waktu belajar pada siswa yang menghabiskan lebih dari 4 jam per hari di media sosial. Selain itu, tingginya intensitas penggunaan juga berdampak pada gangguan aktivitas akademik dan penurunan kualitas penyelesaian tugas. Penelitian ini menegaskan pentingnya pengelolaan penggunaan media sosial secara bijak untuk meminimalkan dampak negatif, terutama terkait fokus belajar dan manajemen waktu. Implikasi studi ini mendorong perlunya penguatan literasi digital, pembatasan waktu penggunaan, serta pengawasan yang efektif oleh orang tua dan pendidik guna mengoptimalkan peran media sosial dalam mendukung proses belajar siswa.</i></p> <p>Kata Kunci: Media Sosial; pola pikir; siswa; pendidikan.</p> <p>Abstract <i>This study is motivated by the increasing use of social media among students, which has the potential to influence their learning patterns and academic performance. The purpose of this research is to analyze the influence of social media use on the learning patterns of senior high</i></p>

	<p><i>school and vocational school students in West Sumatra. This study employed a quantitative approach using an online survey distributed to 183 students as respondents. The questionnaire consisted of closed- and open-ended items designed to measure the frequency of social media use, preferred platforms, and its impact on students' concentration, time management, and completion of academic tasks. The findings indicate that 46% of students use Instagram, 29% use TikTok, and 15% use Facebook, while 10% reported not using any social media platform. In terms of usage duration, 21% of students spend 3–4 hours per day on social media, followed by 19% who spend 4–5 hours, and 17% who spend 1–2 hours daily. The results also show that students who spend more than four hours per day on social media tend to experience decreased concentration and difficulty managing their study time. High-intensity usage was further associated with disruptions in academic activities and reduced quality in completing school assignments. These findings highlight the importance of guiding students toward responsible and balanced social media use to minimize negative academic impacts. The study suggests enhancing digital literacy, setting usage limits, and strengthening supervision by parents and educators to ensure that social media supports rather than hinders students' learning processes.</i></p>
	<p>Keywords: <i>social media; learning patterns; students; education.</i></p>

INTRODUCTION

Social media has developed rapidly from a simple tool for social interaction (Izza, 2019) and entertainment (Husna & Rianto, 2021) to become an integral part of everyday life, especially among high school/vocational school students in West Sumatra. Platforms such as Facebook and Instagram have not only changed the way students communicate, but also play an important role in their personality development (Boyd & Ellison, 2010). Social media allows fast and varied access to information (Faturtama & Abidin, 2023), as well as providing opportunities to interact with peers and the wider community (Best et al., 2014). However, along with these benefits, concerns arise about the negative impact (Navneet & Sajad, 2023) on student learning patterns, including decreased concentration and learning discipline (Anthony, 2013) (Rosen et al., 2013).

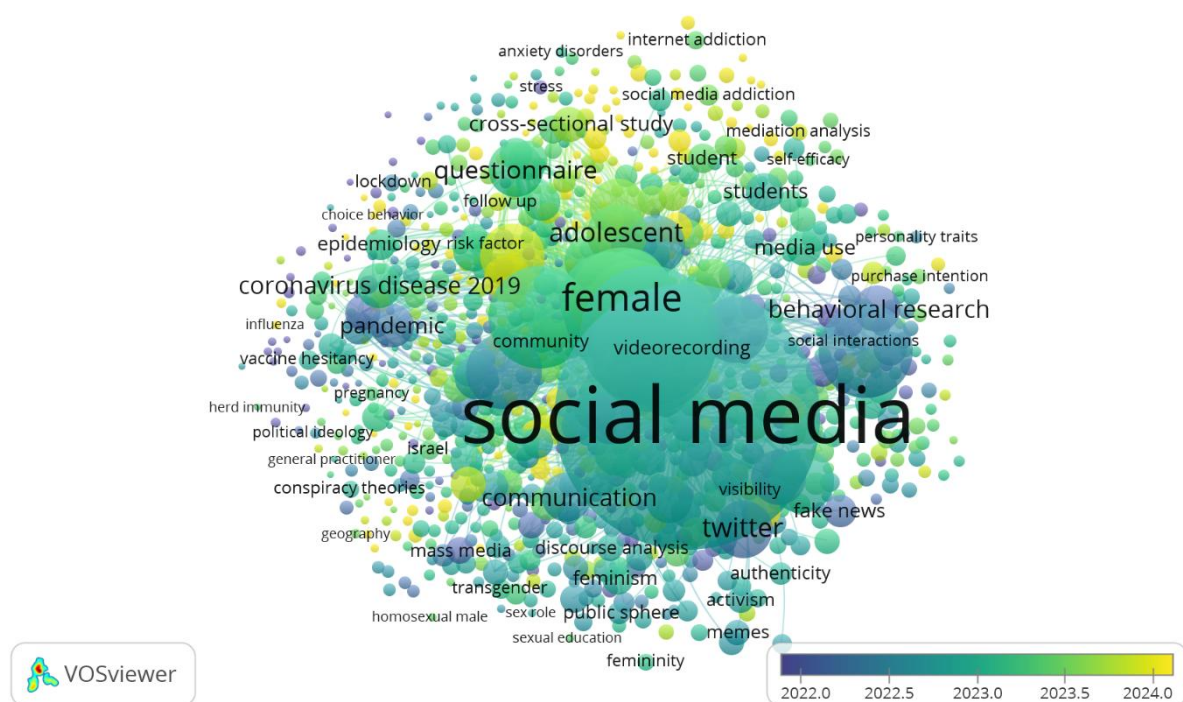


Figure. 1 Database scopus

In addition, a bibliometric analysis using VOSviewer (Figure X) shows that global research on social media between 2022 and 2024 is predominantly concentrated on themes such as behavioral research, mental health, internet addiction, fake news, public communication, and pandemic-related issues. Although keywords such as *students* and *adolescents* appear, there is no strong cluster that specifically addresses learning patterns, academic behavior, or study habits within the school context. Moreover, studies focusing on secondary school students in specific local settings—such as Indonesia or West Sumatra—are largely absent from the global research landscape. This indicates a clear research gap in understanding how social media influences the learning patterns of high school and vocational school students, particularly within culturally distinct educational environments. Therefore, this study is crucial for filling that gap by examining the extent to which social media shapes students' learning behaviors in the context of West Sumatra.

This condition creates significant problems, especially because uncontrolled use of social media can disrupt students' learning processes and academic development, such as creating feelings of laziness and wasting time (Agustiah et al., 2020). Research shows that students who are frequently exposed to social media tend to experience difficulties (Singarimbun, 2023) in managing study time and focusing on academic tasks. This can have a negative impact on their academic performance, where students are more easily distracted by notifications and content that is not relevant to their learning. In addition, exposure to inappropriate content can also affect students' moral and ethical development (Singarimbun, 2023), which becomes an additional challenge in an increasingly digital educational environment (O'Keeffe et al., 2011).

The urgency of this research becomes clearer considering the high penetration of social media among students and its potential impact on the quality of education. Although social media can provide useful educational resources and reduce boredom in learning, without wise management, the risk of negative impacts can also occur (Singarimbun, 2023). In addition, the

importance of this research is also supported by the fact that the use of social media among students continues to increase, which can cause disturbances in concentration and decreased academic results if not managed properly (Ahn, 2011). Previous research has shown that social media, if used wisely, can be a useful tool in increasing student engagement and providing quick access to information. However, on the other hand, excessive use can cause significant distractions, reduce learning time, and have a negative impact on students' mental health (Junco, 2012). However, most existing research focuses on general academic outcomes, psychological effects, or patterns of social interaction, while fewer studies examine in detail how specific aspects of social media use—such as platform type, daily duration, and usage habits—directly influence students' learning patterns.

Moreover, there is limited empirical evidence specifically addressing high school and vocational school students in the context of West Sumatra, even though this demographic represents one of the most active social media user groups. Prior research has also tended to emphasize overall correlations but has not sufficiently explored how social media affects daily learning behaviors, including concentration, time management, and task completion, which are critical components of learning patterns. These gaps highlight the need for a more targeted investigation in this regional and educational context.

Therefore, this research is important to evaluate how social media use influences student learning patterns, and how students can be directed to utilize social media optimally in an educational context. This study aims to provide deeper insight into the influence of social media use on the learning patterns of high school/vocational school students in West Sumatra. By using a quantitative approach through a survey of 183 students, this research identifies the specific ways in which social media affects students' daily academic behaviors. The findings are expected to contribute recommendations for educators and parents in managing social media use so that negative impacts can be minimized and positive benefits optimized.

METHOD

This research uses a quantitative approach (Prasetyo & Jannah, 2005) to examine the influence of social media use on students' education in West Sumatra. Quantitative research methods were chosen because they are able to produce measurable data and can be analyzed statistically to identify patterns and correlations between the variables studied. Data collection techniques were carried out through surveys (Adiyanta, 2019) on questionnaire media, which were distributed to respondents online using Google Forms (Setya Utami, 2021). This method allows researchers to collect large amounts of data efficiently, even with a limited population, because the questionnaire can be easily accessed by respondents from various locations. The stages of collecting survey data on students' social media use can be seen in the following flow diagram.

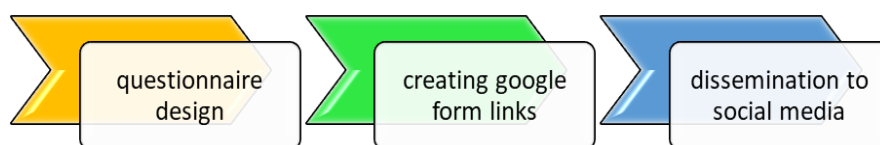


Figure 2. Procedure for collecting survey data on student social media use

This research focused on high school/vocational school students in West Sumatra, who were chosen as research subjects because they belong to the technology-literate generation

category and most of them have access to social media such as Facebook and Instagram. These students are active users of social media, so this research can provide a relevant picture of the influence of social media on their learning patterns. Sampling was carried out purposively, taking into account representation from various schools in the West Sumatra region to ensure that the data obtained reflected broader conditions (Palinkas et al., 2015). Purposive sampling was justified because the research specifically targeted active social media users and required respondents who had regular access to digital devices. Schools were selected based on accessibility and confirmation that students used social media daily, ensuring the sample aligned with the research objectives. A total of 183 students participated in the study.

The questionnaire survey used in this research was designed to collect data regarding the frequency of social media use, the types of platforms most frequently used, and their impact on students' learning patterns and academic achievement (Huylar & McGill, 2019)(Fraenkel, J. R., Wallen, N. E., & Hyun, 2019) (Dillman, D. A., Smyth, J. D., & Christian, 2014). This questionnaire consists of closed questions to facilitate data analysis. In addition, the questionnaire also included several open-ended questions to give respondents space to express their personal views on the use of social media in educational contexts. The questionnaire link is distributed via various social media platforms such as Facebook, Instagram, and WhatsApp, which are accessed by students regularly. By utilizing students' social networks, researchers can reach a wider and more diverse range of respondents, ensuring that the data collected is representative of the high school/vocational school student population in West Sumatra. The instrument consisted of 20 closed-ended Likert-scale items and 5 multiple-choice items. Content validity was ensured through expert judgment by two lecturers in educational technology. The instrument's reliability was tested in a pilot study involving 30 students, resulting in a Cronbach's Alpha value of 0.87, indicating high internal consistency.

RESULT AND DISCUSSION

Research Result

Emergence Level

In the emergence stage, research begins with the distribution of online questionnaires via links shared on various social media platforms such as Facebook and Instagram. Before the questionnaire was distributed, a validation process was carried out to ensure that the questionnaire used had adequate validity as a measuring tool in this research (Ihsan, 2016). This validation is important to ensure that the data collected will provide an accurate picture of student learning patterns in relation to social media use. After the questionnaires were distributed, 183 student respondents who attended high school/vocational school level in West Sumatra were collected. These respondents were selected purposively by considering their involvement in active use of social media (Palinkas et al., 2015).

Level of Merger (Coalescence)

From the analysis of data obtained from 183 respondents, it was found that the use of social media has a significant influence on student learning patterns. These results indicate that there is a strong correlation between the frequency of social media use and changes in their learning patterns (Junco, 2012; Kirschner & Karpinski, 2010). For example, most respondents spend more than two hours per day on social media, and this time spent appears to correlate with decreased concentration and difficulty in managing study time (Cain & Gradisar, 2010) (Ophir et al., 2009). Figure 2 shows that almost all respondents have at least

one social media application on their devices, while Figure 3 shows the distribution of time spent by students on social media. This pattern shows that the longer students use social media, the more likely they are to experience disruption in their learning activities, both in terms of attention to lesson material and their ability to complete school assignments on time. In the case of previous research, (Nofatin, 2019) supports claims about the correlation between social media use and changes in learning patterns, (Syifa et al., 2023) supports observations regarding decreased concentration and difficulty managing time, and (Zuliani et al., 2023) provide further support regarding the impact of social media on student learning activities.

Based on the results of a survey conducted, it was found that the majority of students have at least one social media application on their devices. Of the 183 respondents, 46% of students have the Instagram application, making it the most popular social media platform among high school/vocational school students in West Sumatra. As many as 29% of students indicated that they use TikTok, which is also a popular platform, especially for short video content which is often a trend among teenagers.

In addition, 15% of students reportedly still use Facebook, even though its popularity is relatively decreasing among the younger generation compared to other platforms such as Instagram and TikTok (Anderson, M., & Jiang, 2018). Interestingly, there were also 10% of students who stated that they did not have any social media applications at all. This group may reflect students who choose to focus on other activities or may have limited access to digital devices. These findings provide insight into social media platform preferences among students and how this may influence their interaction patterns and daily activities.

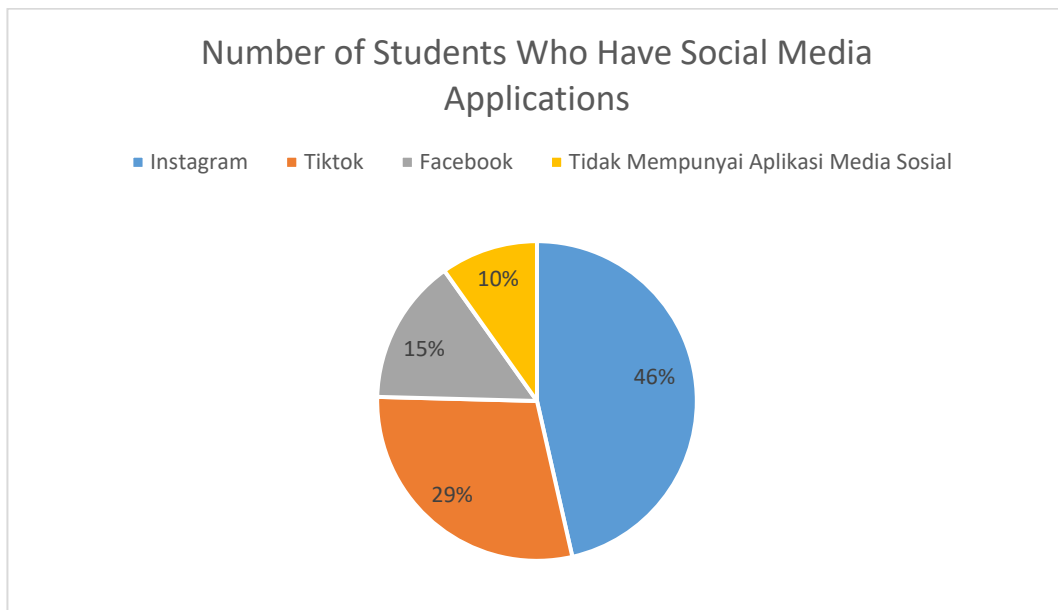


Figure 2. Percentage of Students Who Have Social Media Applications

Survey results show that the time spent by students using social media varies, with the majority of students spending a significant amount of time each day. As many as 21% of students reported that they use social media for 3-4 hours per day, which is the most common duration of use among respondents. 19% of students spend more time, namely 4-5 hours per day on their social media platforms. Some students, 17% to be precise, use social media for 1-2 hours per day, and the same percentage also spend 5-6 hours per day. This suggests that

there are two large groups of students who tend to be at different ends of the spectrum in terms of duration of use.

As many as 12% of students spend 2-3 hours per day on social media, while 9% of students report that they use social media more than 6 hours per day, which indicates very intensive use and likely impacts their time for other activities, including Study. In contrast, only 5% of students reported that they use their social media less than 1 hour per day, indicating that only a few students have more limited social media usage patterns. These findings provide important insights into how social media can influence students' time and daily lives, as well as its potential impact on their learning activities. Apart from having an impact on study time, intensive use of social media can also disrupt the balance between students' academic and recreational activities (Taneja et al., 2015). Dependence on social media can cause distraction and reduce efficiency in completing school assignments. In the long term, this habit can contribute to a decline in academic quality and increased stress among students.

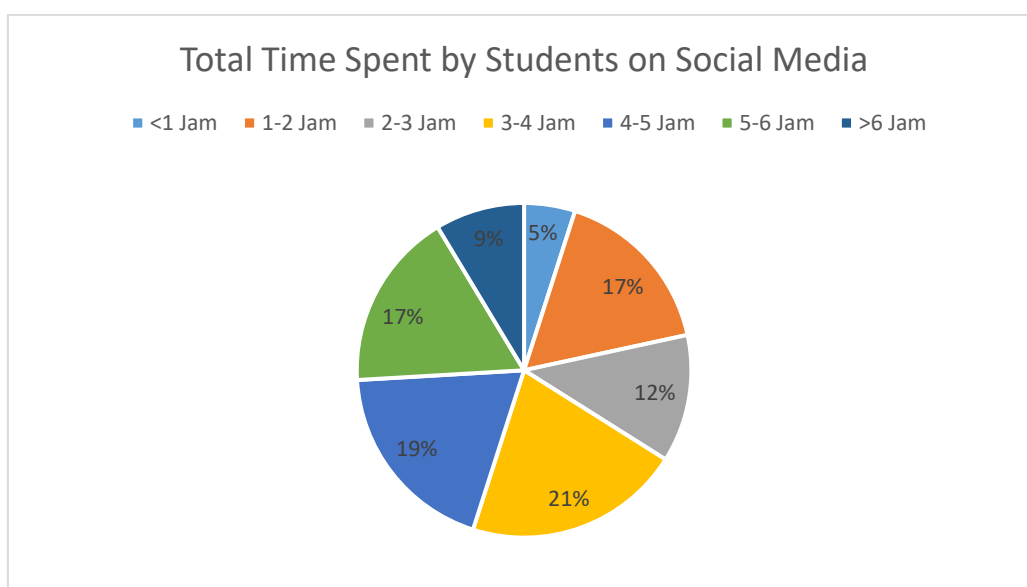


Figure 3. Percentage of "Total Time Spent by Students on Social Media"

Formalization Stage (Bureaucratization)

At this stage, the research results show that the use of social media can make students tend to lose track of time, especially after coming home from school. Applications such as Facebook and Instagram are often the first choice for students when they arrive home, with the aim of relieving fatigue or stress after a day of studying (Mahmudah et al., 2023). However, this tendency creates new problems, where time that should be used for resting or doing schoolwork is actually taken up for surfing social media. As a result, students lose valuable time that could be used for more productive activities (Fajar & Machmud, 2020), such as reading or reviewing lesson material.

DISCUSSION

This finding is in line with previous research which shows that excessive use of social media can have a negative impact on students' academic achievement (Wibisino & Mulyani, 2019). Decreased concentration (Ophir et al., 2009), sleep disturbances (Athiutama et al., 2023), and difficulty in managing study time (Syifa et al., 2023) are some of the most frequently reported impacts. While social media can provide benefits in the form of quick access to information

and reduced boredom, without wise management, its negative impacts can dominate. Therefore, strategies are needed to direct students to use social media more wisely. These strategies can include timing social media use, digital literacy education, as well as monitoring by parents and teachers (Livingstone & Helsper, 2008)(Padilla-Walker & Coyne, 2011) to ensure that students do not sacrifice their learning time.

The results of this research show that although social media offers various conveniences and entertainment, its impact on students' learning patterns cannot be ignored. Uncontrolled use can result in decreased learning quality and, ultimately, decreased academic achievement (Kirschner & Karpinski, 2010) (Junco, 2012). Therefore, it is important for all related parties, including educators and parents, to understand and overcome the negative impact of social media on student education (Anthony, 2013).

Several theoretical frameworks help explain why social media affects learning patterns. The *attention economy* and notification-driven design of platforms introduce constant cognitive interruptions, lowering sustained focus. *Cognitive load theory* suggests that consuming large amounts of non-academic content increases extraneous load, reducing capacity for deep learning. Social comparison mechanisms embedded in social media environments can also shift students' motivation from intrinsic to extrinsic, making them more likely to prioritize online interactions over academic tasks. Reinforcement structures such as intermittent rewards encourage habitual use, complicating students' efforts to regulate their screen time.

When compared with international literature, this study reinforces the view that not all social media use is detrimental. Studies such as Junco (2012) demonstrate that academically oriented use can be neutral or beneficial, whereas passive scrolling and entertainment-oriented use tend to undermine academic focus. This suggests future research should distinguish academic vs. recreational use to obtain a clearer picture of media impact.

The findings also have practical implications. Schools should incorporate digital literacy programs that teach students attention management, self-regulation, and awareness of platform design. Rather than imposing total restrictions, structured policies that promote balanced use may be more effective. Parental monitoring and support also play a crucial role in shaping students' digital habits.

This study is not without limitations. Self-reported data may be influenced by recall or social desirability bias. Purposive sampling limits generalizability beyond the studied population. Furthermore, potential confounding factors—such as home environment or academic workload—were not included in the regression model. Future studies should employ longitudinal methods, include objective usage data, and assess psychological constructs such as self-regulation and motivation.

In conclusion, while social media provides opportunities for communication and access to information, unregulated or excessive use can disrupt students' learning patterns. A balanced and informed approach to social media use is essential to ensure that its educational potential is maximized while minimizing cognitive and behavioral risks.

CONCLUSION

The findings of this study demonstrate that social media use has a very significant influence on the learning patterns of high school/vocational school students in West Sumatra. Social media provides several positive benefits, such as reducing boredom, offering quick access to information, and facilitating communication with peers and learning communities.

These advantages, however, can only be optimized when social media is used in a balanced and well-managed manner.

At the same time, the research shows that excessive and uncontrolled use of social media can negatively affect students' concentration, time-management skills, and academic achievement. These patterns highlight the importance of digital literacy education and active guidance from both parents and teachers to help students develop healthier and more productive technology habits.

Based on these findings, several recommendations are proposed. Schools should strengthen digital literacy programs and incorporate structured guidelines for responsible social media use. Teachers are encouraged to model healthy digital behavior and integrate educational uses of social media into classroom learning when appropriate. Policymakers should establish supportive regulations that promote safe, balanced, and educationally relevant technology use among students.

This study has several limitations, including the use of self-reported data, purposive sampling, and the focus on duration rather than the specific purposes or types of social media content. For future research, longitudinal or experimental methods are recommended, along with the inclusion of psychological variables, environmental factors, and objective digital usage data to provide a deeper understanding of how social media shapes students' learning patterns and academic outcomes.

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