



The Effect of Social Media Use on the Concentration of Seventh-Grade Students at UPTD SMPN 5 Kupang

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Abstract: *The purpose of this study was to determine the effect of social media use on the learning concentration of seventh-grade students at UPTD SMPN 5 Kupang in the 2025/2026 academic year. This study employed a quantitative research method with an ex post facto approach. The population consisted of 321 seventh-grade students at UPTD SMPN 5 Kupang. The sample comprised 80 students selected using the simple random sampling technique. Data were analyzed using simple linear regression. The results showed that social media use had an effect on the learning concentration of seventh-grade students at UPTD SMPN 5 Kupang in the 2025/2026 academic year.*

Keywords: *Social Media; Learning Concentration; Students*

Abstrak: *Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan media sosial terhadap konsentrasi belajar siswa kelas VII UPTD SMPN 5 Kupang tahun pelajaran 2025/2026. Jenis penelitian ini adalah kuantitatif dengan pendekatan ex post facto. Populasi dalam penelitian ini adalah siswa kelas VII UPTD SMPN 5 Kupang yang berjumlah 321 siswa. Sampel dalam penelitian ini berjumlah 80 siswa. Teknik pengambilan sampel yang digunakan dalam penelitian ini ialah simple random sampling. Teknis analisis data dalam penelitian ini menggunakan regresi linear sederhana. Hasil penelitian menunjukkan bahwa ada pengaruh penggunaan media sosial terhadap konsentrasi belajar siswa kelas VII UPTD SMPN 5 Kupang tahun pelajaran 2025/2026.*

Kata kunci: *Media Sosial; Konsentrasi Belajar; Siswa*

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Introduction

The development of information and communication technology over the past two decades has brought significant changes to students' patterns of social interaction and learning behavior. The emergence of various social media platforms, such as Instagram, TikTok, and WhatsApp, enables individuals to obtain and access information rapidly without being limited by space and time. Mansur (2019) stated that among adolescents, particularly junior high school students, social media is used not only as a means of communication but also as a medium for entertainment, self-expression, and identity exploration. This condition has made social media increasingly integrated into students' daily lives. Through social media, students also have opportunities to engage in broader social interactions and develop their identities through various experiences and forms of expression shared online (Ayunda et al., 2025).

According to Aminudin et al. (2024), the use of social media in the educational context can have both positive and negative impacts. On the one hand, social media can facilitate students' access to learning resources, provide opportunities for collaboration, and support communication among students. On the other hand, excessive social media use may interfere with concentration, reduce learning focus, and decrease the amount of time available for academic activities. This is consistent with the findings of Affiyani et al. (2025), who reported that uncontrolled social media use can disrupt learning focus and reduce the effectiveness of time that should be allocated to academic activities. In the learning process, concentration refers to students' ability to direct and maintain their attention optimally toward learning materials and activities. This ability is an important aspect that can support students' academic achievement. Therefore, the dynamics of social media use are relevant to examine, particularly in relation to students' learning concentration.

Based on the results of preliminary observations conducted by the researcher at UPTD SMPN 5 Kupang from October to November 2025, it was found that social media use had become part of students' daily activities. Some students were observed using social media to communicate, seek information, obtain entertainment, and access various types of content through digital devices. Such use of social media can provide benefits for learning activities because students can obtain information and various learning resources more easily. However, when used without adequate control, social media may also interfere with students' concentration and focus while participating in the learning process and reduce the time that should be

allocated for studying. This condition became one of the reasons for the researcher to further examine social media use and its effect on the learning concentration of seventh-grade students at UPTD SMPN 5 Kupang.

The comparison between the general phenomenon concerning the positive and negative potential of social media use and the conditions observed in the field indicates the existence of problems related to students' learning concentration. Although social media can be utilized as a means of supporting learning activities, uncontrolled use may instead divert students' attention from academic activities. This condition highlights the importance of examining social media use in relation to the learning concentration of seventh-grade students at UPTD SMPN 5 Kupang.

Several previous studies have examined social media use in relation to academic achievement and learning concentration. The use of digital media may divide adolescents' attention and encourage multitasking, which can be associated with weaker attention control and reduced academic performance (Kokoç, 2021). In addition, a study conducted by Shafiq & Parveen (2023) found a negative correlation between the intensity of social media use and students' academic performance. These findings indicate that social media use is associated with the learning process and outcomes and therefore requires further investigation within a more specific context.

Nevertheless, previous studies have generally focused on senior high school students or university students and have tended to emphasize academic achievement rather than the specific aspect of learning concentration. Furthermore, studies specifically examining seventh-grade students at the junior high school level remain relatively limited, particularly those considering the characteristics of early adolescent development, which involves psychological and social transitions. The local context of specific schools, such as UPTD SMPN 5 Kupang, has also received limited attention. This condition indicates a research gap that needs to be addressed to obtain a more contextual understanding of the effect of social media use on the learning concentration of seventh-grade students.

Based on the foregoing discussion, the research question of this study is: Does social media use have an effect on the learning concentration of seventh-grade students at UPTD SMPN 5 Kupang in the 2025/2026 academic year? In accordance with the research question, this study aims to determine the effect of social media use on the learning concentration of seventh-grade students at UPTD SMPN 5 Kupang in the 2025/2026 academic year.

Method

Research Design and Setting

This study employed a quantitative causal design to examine the effect of social media use on students' learning concentration. The study was conducted at UPTD SMPN 5 Kupang from January to June 2026.

Participants, Sample, or Data Sources

The population consisted of 321 seventh-grade students. A sample of 80 students was selected randomly from each class, representing approximately 25% of the population.

Instruments and Measures

Data were collected using closed-ended questionnaires with a four-point Likert scale: Strongly Agree, Agree, Disagree, and Strongly Disagree. The social media use questionnaire consisted of 40 valid items with a Cronbach's Alpha of 0.852, while the learning concentration questionnaire consisted of 43 valid items with a Cronbach's Alpha of 0.878.

Procedure and Research Ethics

Data were collected by administering the questionnaires to the selected students. The study was conducted at UPTD SMPN 5 Kupang during the January–June 2026 research period. The available source does not provide specific information regarding ethical approval or informed consent.

Data Analysis

Data were analyzed using simple linear regression with SPSS for Windows version 26 to examine the relationship between social media use and students' learning concentration.

Results and Discussion

Results

The data analysis technique used in this study was simple linear regression analysis. The results of the simple linear regression test are presented in Table 1 below.

Table 1. Simple Linear Regression Coefficients

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	30,896	7,850		0,000

Social Media Use	0,790	0,072	0,779	10,981	0,000
a. Dependent Variable: Learning Concentration					

Based on the table above, the results of the simple linear regression analysis presented in Table 1 show a significance value (Sig.) of 0.000 for the social media use variable. This value indicates that Sig. (0.000) < 0.05. Therefore, based on the predetermined decision-making criteria, H_0 is rejected and H_a is accepted.

This finding is further supported by the calculated t-value of 10.981 and a positive regression coefficient (B) of 0.790, indicating that the direction of the effect of social media use on learning concentration is positive.

Thus, it can be concluded that social media use has a significant effect on the learning concentration of seventh-grade students at UPTD SMP Negeri 5 Kupang in the 2025/2026 academic year. This result is consistent with the proposed research hypothesis, which states that social media use significantly affects students' learning concentration. In addition to examining the simple regression coefficient, the coefficient of determination was also analyzed, as presented in the following table.

Table 2. Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.779 ^a	0,607	0,606	7,372
a. Predictors: (Constant), Social Media Use				
b. Dependent Variable: Learning Concentration				

Based on the table above, the magnitude of the effect of social media use on learning concentration is indicated by the R Square (R^2) value in the Model Summary table. The R^2 value is 0.607, indicating that social media use accounts for 60.7% of the variance in learning concentration, while the remaining 39.3% is influenced by other factors.

Discussion

The results of this study indicate that social media use has a significant effect on the learning concentration of seventh-grade students at UPTD SMP Negeri 5 Kupang. Thus, the alternative

hypothesis (Ha), which states that social media use affects the learning concentration of seventh-grade students at UPTD SMPN 5 Kupang in the 2025/2026 academic year, is accepted. In addition, the coefficient of determination (R Square) of 0.607 indicates that social media use contributes 60.7% to students' learning concentration, while the remaining 39.3% is influenced by other factors beyond the research variables. This finding indicates that social media use is a dominant factor determining the level of students' learning concentration.

The findings of this study are supported by the Attention Theory proposed by James (1890) attention is a process of directing consciousness toward a particular object while ignoring other stimuli. Learning concentration can only be achieved when students are able to maintain their focus on learning materials. However, social media presents various attention-grabbing stimuli, such as notifications, recent posts, and online communication. These stimuli can easily divert students' attention, thereby reducing their ability to maintain concentration during learning (James, 1890).

Furthermore, these findings are consistent with the Uses and Gratifications Theory developed by (Katz et al., 1974). This theory explains that individuals use media to fulfill various needs, including obtaining information, entertainment, communication, and social interaction. However, when social media use is primarily driven by entertainment needs and occurs excessively, the time and attention that should be allocated to learning may be reduced. This condition can hinder students' ability to maintain learning concentration.

From an educational perspective, the findings indicate that social media is not inherently a factor that directly causes low learning concentration. Its impact is more closely related to the manner and intensity of its use. When social media is used proportionally as a means of obtaining information, engaging in discussion, and supporting learning, it can provide benefits to the learning process. Conversely, excessive use without self-control may reduce focus, increase distraction, and interfere with learning effectiveness.

The findings of this study are consistent with research conducted by Sianipar (2025), which showed that social media use affects students' learning concentration. This finding indicates that uncontrolled social media use can interfere with learning concentration, whereas wise and purposeful use can provide benefits to the learning process.

Another study conducted by Rizki et al. (2025) also reported similar findings, indicating a significant negative effect of social media use intensity on students' concentration abilities.

These findings indicate that social media use is one of the important factors that may affect students' learning concentration. However, learning concentration is not influenced solely by social media use but also by various other factors.

According to Sunawan, factors affecting children's learning concentration consist of two categories, namely internal and external factors. Internal factors include physical and psychological conditions. Meanwhile, external factors affecting learning concentration include the environment, lighting, family, facilities and infrastructure, learning media, and teachers' teaching methods.

Based on this perspective, it can be concluded that social media use is one of the factors affecting students' learning concentration. However, other factors, such as physical condition, psychological condition, environment, lighting, family, facilities and infrastructure, learning media, and teachers' teaching methods, may also contribute to students' learning concentration.

Conclusion

Based on the analysis and interpretation of the research data, it can be concluded that social media use affects the learning concentration of seventh-grade students at UPTD SMPN 5 Kupang in the 2025/2026 academic year. This is evidenced by the statistical analysis, which shows a significance value of 0.000, which is lower than 0.05 ($0.000 < 0.05$).

In addition, the coefficient of determination (R Square) of 0.607 indicates that social media use contributes 60.7% to students' learning concentration, while the remaining 39.3% is influenced by other factors beyond the research variables. This finding indicates that social media use is a dominant factor determining the level of students' learning concentration.

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Conflict of Interest

The authors declare no conflict of interest.

Author Contributions (Optional)

The author was responsible for conceptualization, methodology, investigation, data curation, formal analysis, writing the original draft, and writing, reviewing, and editing the manuscript.

Generative AI Disclosure

The authors used generative AI-assisted tools during the preparation of this manuscript for language translation and refinement. The authors remain fully responsible for the accuracy, originality, integrity, and final content of the article.

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