

The Impact of Social Media Use on Student Academic Achievement: A Systematic Literature Review

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Abstract: This study presents a Systematic Literature Review aimed at exploring the impact of social media use on student academic achievement. Literature sources were retrieved from indexing databases such as Scopus, DOAJ, and Google Scholar, covering the period from 2014 to 2024. The findings indicate that social media use can have varied effects on student academic performance. While some studies conclude that high-intensity social media usage can disrupt concentration and decrease academic achievement, others find that directed social media use can enhance learning interest and student engagement. Therefore, this research provides a comprehensive overview of the complexity of the relationship between social media and student academic achievement, emphasizing the importance of understanding the role of social media in students' lives to take appropriate measures to support their academic success.

Keywords: Social Media, Academic Achievement, Students, Impact.

Article History:

Received: 13-03-2024

Online : 08-04-2024



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A. INTRODUCTION

The utilization of social media has become a significant aspect of the daily lives of contemporary students. This trend has evolved over the course of the history of information and communication technology advancements. Initially, the internet introduced the concept of global message exchange. However, with the continuous progression of technology, social media emerged as a platform facilitating direct interaction, information exchange, and social networking formation (Aulia et al., 2023). In the early 2000s, social media platforms such as Friendster, MySpace, Facebook, and Twitter gained popularity among students (Ainiyah, 2018). Over time, social media continued to evolve with the emergence of new platforms such as Instagram, Snapchat, and TikTok, enriching users' experiences in online interaction. The easy accessibility and diverse features offered by social media have made it an integral part of students' lives, shaping how they communicate, acquire information, and form their online identities. Therefore, understanding the history and evolution of social media utilization among students is essential in responding to its impacts on various aspects of their lives, including academic achievement.

Academic achievement plays a crucial role in shaping the development and future success of students (Komara, 2016). Success in academics not only reflects educational achievements but also influences career opportunities, social mobility, and overall quality of life. To achieve optimal academic performance, several factors play significant roles, including learning environment and lifestyle. A supportive learning environment, both at home and at school, has a significant impact on the quality of education received by students. Factors such as family support, availability of learning facilities, and interactions with teachers and peers play a significant role in shaping motivation and learning commitment (Patty et al., 2017). Additionally, lifestyle also influences academic performance, including effective study habits, regular sleep patterns, and overall healthy living. By managing their learning environment and lifestyle effectively, students will have a greater chance of achieving satisfactory academic performance and preparing themselves for a successful future.

The use of social media has touched the lives of students by influencing several aspects, including their learning methods, social interactions, and mental well-being (Cartono, 2018). Concerning learning, social media often serves as a significant distraction for students, diverting their focus from academic tasks that should be their priority. Additionally, social media platforms also serve as avenues for students to seek additional information and learning resources; however, sometimes the available information is unverified or invalid (Madhani et al., 2021). On the social interaction front, social media provides opportunities for students to connect with peers and expand their social networks, but it also poses issues such as cyberbullying or pressure to portray a perfect life in the online world. Moreover, excessive use of social media can also have negative impacts on students' mental health, increasing the risk of anxiety disorders, depression, and reducing their level of happiness. Therefore, a comprehensive understanding of the impact of social media on various aspects of students' lives, including learning patterns, social interactions, and mental health, is crucial in designing appropriate strategies to support their development.

A systematic approach to understanding the impact of social media use on academic achievement can be achieved by analyzing a series of studies conducted. Several studies generally indicate positive and significant results regarding the influence of social networking sites (SNS) on academic performance (Masalimova et al., 2023). Research conducted in various major cities also found a strong positive correlation between academic performance and social media usage activities (Zafar Iqbal et al., 2023). Additionally, a survey study indicated that social media significantly influences student academic performance (Rana et al., 2023). However, intensive and unfocused use of social media has been proven to have negative impacts on student performance (Calunsag & Calunsag, 2023). A study involving seventh-grade students also showed a weak positive relationship between social media usage and academic performance (Gerungan & Tatuhe, 2023). Therefore, considering these findings, it is important for students to use social media wisely and regulate their usage time to avoid negative impacts on their academic performance.

Previous studies have shown that the use of social media can have both positive and negative effects on academic achievement. Some researches have reported positive and significant results, indicating that social media can enhance academic performance

(Masalimova et al., 2023). Other studies have suggested a strong positive correlation between social media usage and academic achievement, suggesting that increased involvement in social media activities can encourage students to invest more time and effort in learning (Zafar Iqbal et al., 2023). However, excessive use of social media unrelated to academic activities has been correlated with a decrease in academic performance (Calunsag & Calunsag, 2023). Moreover, the mediating role of social media in the relationship between student engagement and academic achievement has not been proven significant, indicating that social media may have a direct impact on academic performance (Gerungan & Tatuhe, 2023). Overall, further research is needed to comprehensively understand the impact of social media usage on academic achievement and to develop effective strategies for integrating social media into the educational process (Assefa et al., 2023).

Literature on the relationship between social media usage and academic achievement is still in its early stages, with a focus on media literacy and its impact on adolescents (Fitryarini, 2016) (Hariyanto, 2017). Further research is needed to explore the potential effects of social media usage on academic performance, especially in the context of history education (Assefa et al., 2023). Additionally, the influence of media, such as children's songs, on cognitive development in elementary school students becomes an important focus that requires deeper understanding (Bella et al., 2021). With the rapid growth of information and communication technology, a deep understanding of how social media affects students' academic achievement becomes increasingly important in formulating effective and sustainable educational approaches. Therefore, further research in this field is expected to provide deeper insights into the complexity of the interaction between social media and students' academic performance, as well as to provide a foundation for the development of more appropriate strategies to optimize the benefits of social media in the educational context.

The aim of this research is to systematically investigate the impact of social media usage on students' academic achievement, considering the knowledge gaps that arise regarding the lack of understanding of the influence of social media in the context of history education and the impact of other media such as children's songs on elementary school students' cognitive development. By analyzing relevant studies, this research aims to provide deeper insights into the complexity of the relationship between social media and students' academic achievement, and to contribute to the development of more effective and sustainable educational strategies.

B. METHOD

This study aims to investigate the impact of social media usage on students' academic achievement, focusing on the relationship between the frequency of social media usage and their academic performance. Thus, this research aims to provide a deeper understanding of how social media usage affects students' academic achievement in general. Literature search was conducted through three main data sources, namely Scopus, DOAJ, and Google Scholar, with a timeframe between 2014 and 2024. The search used various relevant keywords to the research topic, such as "social media," "academic achievement," "students," and "impact."

Inclusion criteria for articles to be included in this study include studies or research that discuss the impact of social media usage on students' academic achievement, particularly

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those examining the relationship between the frequency of social media usage and academic achievement. Meanwhile, exclusion criteria include articles that are not relevant to the topic, do not meet the inclusion criteria, or do not focus on the student population. Article selection was conducted through several stages, ranging from removing duplicates to extracting relevant data from selected articles. The extracted information includes details about the authors, year of publication, research methodology, main findings, and conclusions. With these steps, it is hoped that this research can make a significant contribution to understanding the relationship between social media usage and students' academic achievement.

C. RESULTS AND DISCUSSION

1. The Influence of Social Media Usage on Students' Academic Achievement Generally

The utilization of social media has been proven to have both positive and negative impacts on students' academic achievement. Several studies indicate a positive correlation between social media usage and academic attainment (Zafar Iqbal et al., 2023) (Peter et al., 2023) (Rana et al., 2023). These studies suggest that students who use social media platforms for educational purposes tend to demonstrate increased focus and dedication to learning, resulting in improved academic performance (Masalimova et al., 2023). However, a number of studies also reveal the negative effects of social media usage on academic achievement (Calunsag & Calunsag, 2023). These studies highlight that excessive social media usage, particularly for non-academic activities, can disrupt students' concentration and performance in the classroom. Therefore, it is recommended that students prioritize study time over spending excessive time on social media, and the implementation of school policies regulating the use of mobile devices during class hours is necessary.

The use of social media significantly impacts adolescent behavior, potentially leading to exposure to harmful content and online addiction (Putri et al., 2016) (Endah, 2017). However, the use of visual media, such as teaching aids and images, can have a positive influence on learning and student engagement (Saleh et al., 2015) (Sundari, 2016). Therefore, while social media may negatively impact academic performance, the use of visual media in education can enhance it.

From these research findings, it can be concluded that the utilization of social media has a complex influence on students' academic achievement. While some studies demonstrate positive effects, especially when social media is used productively in an educational context, other studies highlight its negative impact, particularly on students' concentration and performance in the classroom. This emphasizes the importance of understanding students' patterns of social media usage and its impact on their academic achievement. The presented research findings provide a fairly comprehensive overview of the various impacts of social media usage on students' academic achievement. However, it should be noted that there are many other factors that also influence the interaction between social media and academic achievement, such as the type of platforms used, frequency of usage, and the context of usage.

2. Types and Frequencies of Social Media Usage with the Potential to Impact Students' Academic Achievement

The types and frequencies of social media usage that have the potential to influence students' academic performance vary according to findings from different studies. Some research indicates that intensive social media usage is not associated with good academic achievement and may even lead to a decline in classroom performance (Calunsag & Calunsag, 2023). Other studies have found that students often use social media for various purposes, including making new friends, seeking information for assignments, and keeping up with trends and current news (Masalimova et al., 2023). Additionally, there is research showing that social media usage has a significant influence on students' academic achievement. However, one study also found a weak positive relationship between social media usage and academic achievement, indicating that social media addiction can affect academic performance. Therefore, it is recommended that students use social media wisely and balance it with a focus on academic goals.

The usage of social media has a significant impact on students' academic achievement, where a high interest in learning becomes a key factor (Laana & Sukri, 2022). However, the potential negative effects of social media, such as exposure to inappropriate content, should not be overlooked (Narida et al., 2022). The influence of social media on language habits and the emergence of new language styles, such as "alay" language, is also a concern (Widawati, 2018). Therefore, while social media can enhance learning interest, it is important to address its potential negative impacts on academic performance.

Research findings suggest that the impact of social media usage on students' academic achievement is not consistent. While some findings indicate that intensive social media usage can negatively impact academic performance, there are also other findings suggesting that using social media for specific purposes can have beneficial effects. This research illustrates the complexity in understanding how the types and frequencies of social media usage can affect academic achievement. Although these findings provide valuable insights into the impact of social media usage, there are several aspects that need further evaluation. Some studies may have methodological limitations or sample biases that affect the validity and generalizability of the results. Additionally, other aspects such as the context of social media usage and individual characteristics of students can also influence the relationship between social media usage and academic performance.

3. Factors Mediating or Reducing the Negative Impact of Social Media Usage on Students' Academic Achievement

Social media usage can have a negative impact on students' academic performance. However, there are factors that can mediate or reduce these negative effects. One of these factors is academic procrastination, which fully mediates the relationship between social media addiction and academic performance (Zhuang et al., 2023). Another factor is sleep quality and fatigue, which mediate the relationship between social media addiction and academic engagement (Caratiquit & Caratiquit, 2023). Task technology fit (TTF) is also a moderating factor in the relationship between social media usage and task outcomes, with a

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negative effect on this relationship (Sabah & Altalbe, 2022). Additionally, social capital and cultural adaptation mediate the relationship between social media usage and learning engagement among international students (Dong et al., 2023). Lastly, time and mind management serve as coping strategies that can balance the negative influence of social media on academic performance (Zamir & Mujeeb, 2022).

Throuvala et al. (2020) and Collis & Eggers (2020) both highlight the potential of online interventions and restrictions on social media usage to reduce distractions and enhance academic performance. Throuvala's study found that online interventions focusing on self-emotional awareness were effective in reducing smartphone distractions, while Collis' study, which restricted social media usage, did not find its impact on academic success. These findings suggest that interventions targeting specific aspects of digital behavior, such as self-emotional awareness, may be more effective in reducing the negative impact of social media on academic performance.

Factors such as academic procrastination and fatigue have been identified as mediators in the relationship between social media usage and students' academic achievement. This indicates that certain behaviors related to social media usage can indirectly influence academic performance through these factors. Additionally, factors like task technology fit and social capital moderate the relationship between social media usage and academic achievement, indicating that the impact of social media is not always direct but also influenced by context and other factors. These studies provide valuable insights into the complexity of the relationship between social media usage and academic achievement. However, there is variation in the findings and research methodologies used, which can affect the conclusions drawn. For example, some studies may have different samples or use different analytical approaches, resulting in varying outcomes.

D. CONCLUSION

Based on the evaluation of the research findings, it is evident that social media usage can have diverse impacts on students' academic achievement. While some studies indicate that high-intensity social media usage may disrupt concentration and lower academic performance, others suggest that directed social media use can enhance learning interest and student engagement. Therefore, it is crucial for stakeholders such as educational institutions and families to understand the role of social media in students' lives and take appropriate actions to ensure that its usage supports rather than hinders their academic achievements.

However, there is a need for further research to address gaps in the literature. One such gap is a deeper understanding of how the context of social media usage and individual factors can influence the relationship between social media and academic achievement. Additionally, further research on the effectiveness of online interventions and restrictions on social media usage in reducing its negative impact on academic performance is also necessary. Thus, these studies will provide more comprehensive and in-depth insights into the complexity of the relationship between social media and academic achievement, as well as aid in the development of more effective strategies in managing social media usage to support students' academic achievements.

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