

From Scrolling to Studying: Leveraging Digital Social Media Environment for Academic and Non-Academic Achievement at MTS Pembangunan Mandirancan

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Abstract

This study investigates the influence of the digital social media environment on academic and non-academic achievement among junior high school students at MTs Pembangunan Mandirancan, Kuningan Regency, Indonesia. Against the backdrop of increasing digital engagement among adolescents, this research addresses a gap in the literature by focusing on students at the MTs level—a group often overlooked in previous studies. Employing a quantitative associative explanatory approach, the study involved 100 students selected through stratified random sampling from a population of 255 active social media users. Data were collected using validated Likert-scale questionnaires and official academic documentation. Descriptive and inferential statistical analyses, including Pearson correlation and multiple linear regression, were conducted using SPSS. The results reveal a moderate and statistically significant positive correlation between the digital social media environment and both academic achievement ($r = 0.512, p < 0.01$) and non-academic achievement ($r = 0.478, p < 0.01$). These findings suggest that, when used constructively, social media can support student learning, collaboration, and engagement in extracurricular activities. It is recommended that educators, parents, and policymakers promote digital literacy and responsible media use, integrating social media into learning strategies and school programs to foster critical thinking, creativity, and social competence among students.

Keywords : Academic achievement, digital social media environment, non-academic achievement.

1. Introduction

In the era of globalization, characterized by rapid advancements in information and communication technology, social media has become an integral part of modern life, particularly among adolescents and students (Ananda & Marno, 2023). Platforms such as Facebook, Instagram, Twitter, and TikTok serve as virtual spaces where individuals interact, share information, and express themselves (Alhabash, Smischney, Suneja, Nimmagadda, & White, 2024; Ayub & Sulaeman, 2022). However, beyond the convenience and benefits offered by these platforms, social media also exerts significant influence on various aspects of life, including education (Marsuki, Saifullah, & Nurdin, 2025). The influence of the digital social media environment on

students' academic and non-academic performance has become a key concern among educators, parents, and other educational stakeholders.

Social media provides numerous opportunities for students to enhance their academic and non-academic achievements (Khan, 2024). Through these platforms, students can access diverse learning resources, collaborate with classmates on assignments, and engage in discussions related to their studies (Arlina, Munawwarah, Hasibuan, Lesmana, & Manik, 2023; Zaskiah & Usiono, 2024). Additionally, social media can serve as a platform for students to cultivate their creativity, talents, and interests in areas such as the arts, sports, and technology. Consequently, when used wisely and responsibly, social media can function as a powerful tool to support students' academic and non-academic development.

Nevertheless, social media also poses potential risks that may negatively impact students' academic and non-academic performance. Excessive use of social media can lead to addiction, reduced focus, and diminished productivity (Alhadi & Usiono, 2025; Telaumbanua & Zai, 2025). Students who become addicted to social media tend to spend hours browsing online, neglect their academic responsibilities, and suffer from sleep deprivation. Furthermore, social media often serves as a source of distraction, interrupting students' concentration during study time. Continuous notifications on mobile devices can fragment students' attention, making it difficult to maintain focus on academic content. As a result, academic performance may decline, and students may lose interest in learning.

Beyond its effects on academic performance, social media can also shape students' non-academic attributes, including behavior, attitudes, and values. Social media is frequently saturated with harmful content, such as hate speech, bullying, and explicit material. Exposure to such content may distort students' worldview and encourage the imitation of inappropriate behavior. Moreover, social media can intensify social pressure among students. Many feel compelled to follow trends, maintain idealized appearances, and gain social validation through follower counts. These pressures may contribute to anxiety, stress, and diminished self-esteem.

Given the complexity and significance of the digital social media environment's influence on academic and non-academic performance, this study aims to comprehensively analyze the impact of social media on these characteristics among students at MTs Pembangunan Mandirancan, Kuningan Regency. The study seeks to identify factors mediating the relationship between social media use and student performance, while offering practical and relevant recommendations for educators, parents, and students to maximize the positive potential of social media and mitigate its adverse effects.

This research addresses a gap in the existing literature, which remains limited in exploring the impact of social media on junior high school students, especially those at the MTs level, as most studies have focused on senior high school or university students. The present study adopts a holistic approach, examining multiple dimensions of student achievement and contextual factors such as learning motivation, social support, and digital literacy as moderating variables in the relationship between social media use and performance. In addition to assessing the effects on academic scores, this study also explores the influence of social media on critical thinking, creativity, collaboration, and communication skills, while emphasizing the crucial roles of parents and teachers in guiding responsible and productive social media use.

Based on the above discussion, the objective of this study is to analyze the influence of the digital social media environment on the academic and non-academic performance of students at MTs Pembangunan Mandirancan, Kuningan Regency. The benefit of this study is to provide a deeper understanding of how the digital social media environment affects student performance at the MTs level, particularly within the context of MTs Pembangunan Mandirancan. The findings of this research are expected to serve as a valuable reference for schools, teachers, and parents in designing more effective strategies for mentoring and supervising students' social media use. Additionally, the study may support policymakers in developing educational policies that promote the positive utilization of digital media within madrasah education.

2. Research Method

This study employs a quantitative associative explanatory approach to examine the influence of the digital social media environment on students' academic and non-academic achievement at MTs Pembangunan Mandirancan. This research design is appropriate for identifying causal relationships between variables through hypothesis testing using statistical techniques such as simple and multiple linear regression. The population consists of all seventh, eighth, and ninth-grade students in the 2024/2025 academic year who actively use social media, totaling 255 students. A sample of 100 students was selected using stratified random sampling to ensure proportional representation across grade levels. Inclusion criteria included being an active student, using social media, and willingness to participate in the survey; exclusion criteria involved students who were inactive or absent during the data collection period.

Data collection was conducted through structured Likert-scale questionnaires, school documentation, and limited passive observation. The questionnaire measured the digital social media environment (X) and non-academic achievement (Y₂), while

students' academic achievement (Y_1) was assessed through official records such as report cards and extracurricular participation documentation, serving as valid secondary data. Limited observations were carried out to triangulate findings and validate real-world behaviors. Instrument validity and reliability were tested using the Pearson Product Moment correlation and Cronbach's Alpha after a try-out involving 30 students from a school with similar characteristics.

Data analysis included descriptive statistics to describe the characteristics of the research variables and inferential statistics to test hypotheses. Normality and homogeneity tests were performed as prerequisites for further analysis. The relationships between variables were examined using Pearson correlation and multiple linear regression to assess the effect of the digital social media environment on both academic and non-academic outcomes. Significance of the models was evaluated using t-tests and F-tests, accompanied by the coefficient of determination (R^2) to measure the extent to which the independent variable explains the variance in the dependent variables. All statistical analyses were conducted using the latest version of SPSS software.

3. Results and Discussion

3.1 The Descriptive Analysis Results

3.1.1 The Descriptive Analysis of the Research Respondents

Table 1. The Respondents Description

Category	Number (N)	Percentage (%)
Male	50	50%
Female	50	50%
Grade VII	30	30%
Grade VIII	35	35%
Grade IX	35	35%

This study involved a total of 100 students from MTs Pembangunan Mandirancan, Kuningan Regency, spanning grades VII to IX. The demographic data show a balanced gender distribution, with 50 male students (50%) and 50 female students (50%). In terms of grade level, 30% of the participants were from grade VII, while grades VIII and IX each accounted for 35% of the total sample. This proportional distribution ensures adequate representation across both gender and academic levels for the purposes of the study.

3.1.2 The Descriptive Analysis of the Research Variables

Table 2. Reliability Testing Results

Variable	Mean	Median	Mode	Standard Deviation	Min	Max
Digital Social Media Environment (X)	3.85	4	4	0.65	2	5

Academic Achievement (Y ₁)	78.4	79	80	7.5	60	92
Non-Academic Achievement (Y ₂)	3.60	4	4	0.70	2	5

The descriptive analysis of the research variables in Table 2 above indicates that the average score for the digital social media environment (X) is 3.85 on a Likert scale of 1-5, suggesting that most students engage actively with social media, particularly for educational and social purposes. The mean academic achievement score (Y₁), based on students' most recent report card grades, is 78.4, placing it within the "good" category (75-85), which reflects a generally satisfactory level of academic performance. Meanwhile, the average non-academic achievement score (Y₂) is 3.60, also on a 1-5 scale, indicating a moderate to high level of participation in extracurricular and non-academic activities.

3.2 Validity and Reliability Test Results

Table 3. Validity and Reliability Test Results

Test Type	Variable	Result	Interpretation
Validity Test	All questionnaire items	r-value > r-table (0.197; N = 100)	All items are valid
Reliability Test	Digital Social Media Environment (X)	Cronbach's Alpha = 0.89	Highly reliable instrument
Reliability Test	Non-Academic Achievement (Y ₂)	Cronbach's Alpha = 0.86	Reliable instrument

The results of the validity and reliability tests shown in Table 3 above indicate that all questionnaire items are valid, as each item has a correlation coefficient (r-value) greater than the critical value of 0.197 at N = 100. This confirms that the items effectively measure the intended constructs. Additionally, the reliability analysis using Cronbach's Alpha shows a value of 0.89 for the digital social media environment variable (X) and 0.86 for the non-academic achievement variable (Y), both exceeding the acceptable threshold of 0.70. These findings demonstrate that the instruments used in this study are not only valid but also highly reliable for data collection.

3.3 Normality and Homogeneity Test Results

Table 4. The Results of Normality and Homogeneity Test

Test Type	Variable(s)	Test Used	p-value	Interpretation
Normality Test	X, Y ₁ , Y ₂	Kolmogorov-Smirnov	p > 0.05	Data are normally distributed
Homogeneity Test	Group variance (X, Y ₁ , Y ₂)	Levene's Test	p > 0.05	Variances are homogeneous

The results of the normality and homogeneity tests in Table 4 demonstrate that the data meet the assumptions required for parametric statistical analysis. The

Kolmogorov-Smirnov test produced p-values greater than 0.05 for all variables (X , Y_1 , and Y_2), indicating that the data are normally distributed. Additionally, Levene's Test for homogeneity of variances yielded p-values above 0.05, confirming that the variances across groups are homogeneous. These findings validate the use of parametric techniques such as Pearson correlation and linear regression in subsequent analyses.

3.4 Correlation Analysis Results

Table 5. The Results of Correlation Analysis

Variables Compared	Pearson Correlation (r)	Sig. (2-tailed)	Interpretation
Digital Social Media Environment (X) & Academic Achievement (Y_1)	0.512	0.000	Moderate correlation, significant
Digital Social Media Environment (X) & Non-Academic Achievement (Y_2)	0.478	0.000	Moderate correlation, significant

The results of the correlation analysis reveal a statistically significant relationship between the digital social media environment and both academic and non-academic achievement. Specifically, the Pearson correlation coefficient between the digital social media environment (X) and academic achievement (Y_1) is $r = 0.512$ with a significance level of $p = 0.000$, indicating a moderate and positive correlation. This suggests that students who engage more actively and positively in digital social media environments tend to have higher academic achievement, potentially due to the educational resources, peer collaboration, or motivation derived from these platforms. Despite common concerns, Shahzad, Xu, Lim, Yang, & Khan (2024) and Barton, Adams, Browne, & Arrastia-Chisholm (2021) argued that empirical evidence shows that digital social media can function as a tool for academic success and performance, not merely a distraction. These results are consistent with prior research by (Elias & Mirunalini, 2022; Obiso, 2024), But contrary to research (Mendoza, Hutajulu, Lubis, Rahmadani, & Astono Putri, 2022).

Similarly, the correlation between the digital social media environment (X) and non-academic achievement (Y_2) is $r = 0.478$, also significant at $p = 0.000$, which represents a moderate and positive relationship. This implies that students who are more immersed in digital social platforms also demonstrate higher involvement and performance in extracurricular and non-academic activities. Non-academic achievement encompasses the cultivation of positive learning attributes, personal character, and social adjustment skills in students, all of which are critical for their holistic development and societal integration (Li & Ding, 2023). According to Nurhikmah, Martono, Puspitasari, Kurniawan, & Prasetyoningsih (2024), The increasing prevalence of social media engagement has significant implications for

multiple life domains, encompassing both academic performance and extracurricular accomplishments. These findings support the idea that digital media, when used constructively, can contribute to the development of both academic competencies and broader social or creative skills.

4. Conclusion

The findings of this study demonstrate that the digital social media environment has a moderately positive and statistically significant correlation with both academic and non-academic achievement among students at MTs Pembangunan Mandirancan. A Pearson correlation coefficient of 0.512 between the digital environment and academic performance suggests that social media, when utilized effectively, can support academic success by providing access to educational content, enhancing peer interaction, and fostering collaborative learning. Likewise, the correlation coefficient of 0.478 with non-academic achievement indicates that digital platforms can also promote student participation in extracurricular activities, character development, and social engagement. These results confirm that social media is not merely a source of distraction, but may serve as a meaningful tool for enhancing students' overall learning experiences – both formally and informally – if leveraged in a structured and purposeful manner.

Based on these insights, it is recommended that educators, parents, and school administrators adopt a more nuanced approach toward students' social media use. Rather than imposing restrictive policies, stakeholders should focus on digital literacy education, guiding students on how to use social media platforms constructively to support their academic and personal growth. Schools should integrate digital media tools into teaching strategies and extracurricular programs to foster creativity, communication, and collaboration skills. Furthermore, policy interventions should aim to balance technological engagement with critical awareness, ensuring that students remain protected from potential risks while maximizing the benefits of a digitally connected learning environment.

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