

Research Article

The relationship between social media addiction and the learning motivation of students

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Abstract

The rapid development of digital technology has made social media an important part of adolescents' lives, but excessive use can cause addiction and affect learning motivation. This study aims to determine the relationship between social media addiction and students' learning motivation at SMA NU Pakis. The method used is quantitative correlation with a sample of 60 students taken by random sampling. Data were collected through a questionnaire that measures the level of social media addiction and students' learning motivation, then analyzed using Pearson correlation. The results showed a significant negative relationship between social media addiction and learning motivation ($r = -0.350$; $p < 0.001$), which means that the higher the social media addiction, the lower the students' learning motivation. This finding emphasizes the importance of the role of teachers, parents, and schools in guiding students to use social media wisely so that the balance between learning activities and digital entertainment can be maintained. This study provides a basis for developing educational strategies and interventions to improve learning motivation in the digital era.

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Introduction

The development of digital technology has transformed social interaction patterns, especially among adolescents. Social media platforms such as Instagram, TikTok, and WhatsApp have become integral parts of high school students' daily lives. However, excessive use can lead to addiction, which may affect students' learning motivation and academic performance.

Intensive use of social media is negatively correlated with students' academic performance. Excessive social media usage can cause concentration disturbances and a decline in learning motivation (Giunchiglia et al., 2018). A study by Lukose and Agbeyangi (2025) found that 84.5% of students at Walter Sisulu University spent more than four hours per day on social media, which negatively affected academic task completion (Lukose & Agbeyangi, 2022).

Chen et al. (2023) highlighted that persuasive design in social media applications increases addiction, prolongs screen time, and disrupts study focus. Similarly, Pérez-Juárez et al. (2023) noted that digital distractions in classrooms—especially from social media—significantly impact students' academic performance.

Wicaksono and Hardiansyah (2025) found that social media dependency and academic achievement can predict students' learning motivation at Al-Islam Krian High School (Wicaksono, 2025). Additionally, Salsabila and Mulyawan (2022) showed that learning motivation can mediate the relationship between social media addiction and academic

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achievement. This suggests that although social media can be a source of distraction, high learning motivation can help students overcome its negative impacts (Mulyawan et al., 2022).

Based on these findings, it is important to further explore the relationship between social media addiction and learning motivation among high school students, particularly at NU Pakis Senior High School. This study aims to understand the extent to which social media addiction affects students' learning motivation and to provide recommendations for more effective learning strategies.

Method

This study uses a quantitative correlational research approach, aiming to determine the relationship between social media addiction and students' learning motivation. Data were collected through an online questionnaire distributed via Google Forms. The population of this study consisted of students at NU Pakis Senior High School. The sampling technique used was random sampling.

The research procedure began with identifying and selecting appropriate measurement scales, namely the Social Media Addiction Scale and the Learning Motivation Scale, both available in the Indonesian language and previously validated in earlier studies. Once the scales were selected, the researcher designed the questionnaire using Google Forms and distributed it to NU Pakis students through digital communication platforms such as school WhatsApp groups or other accessible media. Respondents were invited to participate voluntarily and anonymously. The collected data were then analyzed to examine the relationship between the level of social media addiction and students' learning motivation.

Results and Discussion

This study was conducted to understand the extent to which social media addiction affects students' learning motivation at NU Pakis Senior High School. In today's era, social media has become an inseparable part of adolescents' lives. However, when used uncontrollably, it can negatively impact students' enthusiasm and focus on learning. Therefore, this research provides a concrete picture that can serve as a foundation for teachers, parents, and schools to help students maintain a balance between social media use and their learning motivation.

The study involved 60 students from NU Pakis Senior High School, consisting of 28 males (47%) and 32 females (53%). Data analysis was conducted using the Learning Motivation Scale and the Social Media Addiction Scale.

Descriptive Statistics

Data from the 60 respondents revealed the following descriptive statistics:

Table 1. Descriptive statistics of total scores for both scales

Scale	N	Minimum	Maximum	Mean	Std. Dev
Learning Motivation	60	45	110	79.30	12.50
Social Media Addiction	60	20	75	48.20	11.70

Scale Reliability

Cronbach's Alpha reliability test showed $\alpha = 0.842$ for the Learning Motivation Scale and $\alpha = 0.924$ for the Social Media Addiction Scale, indicating very good internal consistency for both instruments.

Normality Test

Prior to Pearson correlation analysis, the Shapiro-Wilk test was conducted to ensure that the distribution of each variable approximated a normal distribution.

Table 2. Normality test

Variable	Shapiro-Wilk Statistic	p-value	Interpretation
Learning Motivation	0.985	0.670	Normally Distributed
Social Media Addiction	0.977	0.304	Normally Distributed

Since $p > 0.05$ for both variables, the data were considered normally distributed. Thus, the assumption of normality was met, allowing for the appropriate use of Pearson correlation analysis.

Correlation Between Scales

The Pearson correlation between Learning Motivation and Social Media Addiction scores was $r = -0.350$ ($p < 0.001$), indicating a significant negative correlation between the two variables:

Table 2. Corelation test

Variable 1	Variable 2	r	p-value
Learning Motivation	Social Media Addiction	-0.350	< 0.001

These findings indicate that the higher a student's level of social media addiction, the lower their learning motivation tends to be. Although the correlation is moderate, it is statistically significant, confirming that excessive use of social media has a real negative impact on students' academic drive. Moreover, the reliability test results show that the instruments used in this study have high internal consistency, with Cronbach's Alpha values of 0.842 and 0.924 for the respective scales. This confirms that the measurement tools are reliable and suitable for accurately representing the psychological conditions of the students.

The normality test using Shapiro-Wilk also confirmed that the data met the requirements for applying Pearson correlation analysis, making the statistical approach methodologically sound. Descriptively, the data show that most students have relatively high learning motivation scores, indicating strong academic drive. However, the variation in social media addiction scores suggests that a portion of students are vulnerable to excessive use, which may disrupt focus, study time, and academic perseverance.

These findings align with previous studies by Giunchiglia et al. (2018) and Pérez-Juárez et al. (2023), which state that excessive social media use can distract students from learning, reduce concentration, and disrupt time management. Additionally, addictive app designs further reinforce this tendency (Chen et al., 2023). Prasetyo and Wahab (2023) also confirmed that social media addiction negatively affects learning motivation, especially when not accompanied by self-awareness and control.

Conclusion

Based on the research conducted on 60 students at NU Pakis Senior High School, it can be concluded that there is a significant negative relationship between social media addiction and learning motivation. The Pearson correlation coefficient was $r = -0.350$ with $p < 0.001$, indicating that the higher the level of social media addiction among students, the lower their level of learning motivation. This study also showed that the instruments used had high reliability ($\alpha > 0.8$), and the data met the assumption of normal distribution based on the Shapiro-Wilk test. These findings reinforce the statistical and methodological validity of the research.

Additionally, descriptive analysis revealed that although most students still showed good learning motivation, there was variation in social media addiction levels, particularly among students with high addiction scores. These findings confirm that uncontrolled use of social media has the potential to disrupt students' focus, time management, and perseverance in academic activities. Therefore, it is crucial for schools, teachers, parents, and students themselves to raise awareness of the academic impact of social media addiction. Educational interventions, the formation of healthy study habits, and empathetic guidance are essential to ensure that social media can be used productively without compromising students' academic enthusiasm and learning quality.

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