



**The Dynamics of Social Media Use in Learning Activities and Its
Implications for Elementary School Student Achievement**
(Case Study at Cihanjavar Public Elementary School, Bojong District, Purwakarta
Regency)

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Received: 2026-05-18; Accepted: 2026-06-23; Published: 2026-06-23

ABSTRACT

This study aims to comprehensively analyze the dynamics of social media use and its implications for the learning ecosystem of elementary school students. The research employs a qualitative case study approach, focusing on students at SD Negeri Cihanjavar, Purwakarta. Data collection techniques included non-participant observation, in-depth interviews, and documentation studies involving the principal, teachers, upper-class students (grades V and VI), and parents. The findings reveal that social media usage among students is highly intense, averaging 3 to 5 hours daily, primarily driven by entertainment motives rather than educational purposes. This dynamic causes procrastination, reduces the quality of independent study, and leads to digital insomnia, which negatively affects students' focus in class. Consequently, students lacking parental supervision experience a decline in discipline and cognitive grades. The implication of this study emphasizes the necessity of synergy among the school, teachers, and parents in managing students' screen time and enforcing fundamental digital literacy. Keywords: Academic achievement, digital literacy, learning activities, elementary school, social media

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INTRODUCTION

The development of information and communication technology in the current digital era has brought fundamental changes to various aspects of life, including the primary education sector, which is beginning to penetrate semi-urban areas. Smartphones and internet access are no longer luxuries but have become daily necessities, exposing children to a limitless flow of information, creating a new ecosystem where the virtual world coexists closely with their physical reality. This situation has accelerated post-pandemic, where the habit of using devices, originally intended solely for Distance Learning (PJJ), has now continued and shifted to become a primary means of entertainment. Social media platforms such as WhatsApp, YouTube, TikTok, and Instagram have become new interaction spaces for elementary school students, including those at Cihanjavar Public Elementary School in Bojong District, Purwakarta Regency. This high accessibility has given rise to a new dynamic where the boundaries between study time, play time, and social media browsing time have become highly blurred and difficult for parents to control at home.

This decline in the quality of time management has begun to have significant implications for students' daily learning activities and has a direct impact on their academic achievement. Teachers at Cihanjavar Public Elementary School complained about changes in classroom learning attitudes, with many students appearing less focused, sleepy due to digital insomnia, and experiencing significant fluctuations in evaluation scores. This cognitive stagnation and decline generally occurs in students known to have very high levels of social media use without adequate supervision, thus raising the urgency of an in-depth gap analysis of this phenomenon. Responding to these dynamics, the main problem in this study is outlined by focusing on how the reality of social media use affects students' learning ecosystems at the elementary level and its impact on their academic outcomes at school. Therefore, this study aims to comprehensively understand and analyze the dynamics of social media use, its implications for independent learning activities at home and in the classroom, and to identify the extent to which these digital habits influence fluctuations in the academic achievement of fifth and sixth grade students at Cihanjavar Public Elementary School.

Theoretically, social media is defined as an internet-based communication tool that allows users to interact, share content, and create virtual dialogue spaces without the constraints of time and space. These digital platforms have transformed into powerful socialization agents with algorithms designed to capture maximum attention. For elementary school-aged children, strong visual appeal triggers the release of dopamine, which, if not equipped with digital literacy, can create a cycle of dependency. This dependency directly intersects with the theory of learning activities, where the presence of devices and a barrage of social media notifications often become chronic interruptions that disrupt children's cognitive

momentum, shifting learning activities into a pseudo-and ineffective multitasking process. Academic achievement is highly susceptible to these external factors, and social media can become a parasite that saps energy and depresses the achievement curve if students fail to exercise restraint.

To fortify students' character against the negative impacts of the digital world, basic education must refer to the foundation of the Six Value Systems, which include theological (religious), moral/ethical, social, cultural, aesthetic, and intellectual values. Understanding this value system helps children distinguish between good and harmful digital works, and serves as a foundation for using devices to seek knowledge, rather than simply wasting time in a consumptive manner (doomscrolling). This research review is also based on legal policy, specifically Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System and the implementation of the National Literacy Movement (GLN), which positions digital literacy as a proportional 21st-century skill. Previous research on the relationship between gadgets and elementary school children's learning outcomes has generally shown a negative correlation if left unchecked. This research provides a new reference and foundation (state of the art) with a holistic approach that goes beyond measuring achievement scores, but also qualitatively dissects the shift in mental processes and routines of students in areas undergoing a cyber culture transition.

METHODOLOGY

This research was designed using a qualitative approach with a case study method. This method focuses on a specific real-life phenomenon: shifts in learning behavior and fluctuations in achievement triggered by social media intervention among students at Cihanjavar Elementary School. The research subjects focused on upper-grade students (grades V and VI). Data collection was carried out through non-participant observation techniques to monitor student behavior indicators in class and in-depth semi-structured interviews with key informants: the principal, homeroom teachers (V and VI), random student representatives, and parents.

The data collection technique was also supported by a documentation study instrument to obtain empirical evidence regarding the implications for achievement. The documents reviewed included a summary of daily test scores, report cards, and attendance records. The collected data were processed using an interactive analysis model, which included data condensation, data display, and conclusion drawing. The validity of the research data was tested through credibility verification using source and technical triangulation techniques.

RESULT AND DISCUSSION

The research was conducted at Cihanjavar Public Elementary School in Bojong District, Purwakarta Regency. This area is representative of a semi-urban area where residents are adapting to digital openness and smart device ownership.

Description of Research Results: Field data revealed that the dynamics of social media use by the research subjects had reached a very intense and polarized stage. Most fifth and sixth grade students spent an average of 3 to 5 hours daily outside of school hours on their devices. The largest consumption of internet data and time was consumed by entertainment short video apps, primarily YouTube and TikTok, which were completely unrelated to academic material. This high level of activity had a linear impact on disrupting students' learning activities at home. Based on interviews with parents and teacher observations, a phenomenon of procrastination was identified, where students frequently postponed homework, stayed up late at night, and lost concentration when having to digest lessons in class the next day. A review of daily grades and report cards confirmed that students with high social media usage without family restrictions (screen time) showed fluctuating cognitive scores and a tendency to decline.

Discussion of Implications and Concept Evaluation Analyzing the results of data collection through cognitive psychology concepts, it was confirmed that intense digital distractions place a cognitive overload on the working memory of elementary school students whose brain development is not yet mature. Social media algorithms manipulate the instant release of dopamine, making conventional learning activities that require perseverance in reading texts and slow reasoning feel very boring. The reality of these findings also proves a serious shift in the conceptual foundation of the Six Value Systems. The erosion of moral, ethical, and discipline values is evident in the fading sense of responsibility of students in completing their academic obligations, replaced by the desire to surf the internet. This phenomenon of research results at SDN Cihanjavar confirms that school pedagogical interventions end up as discourse without real impact if there is no synergy and strict family control, so that the optimization of the Three Centers of Education becomes an absolute requirement for protecting children's achievements.

CONCLUSION

The dynamics of social media use among upper-grade students at Cihanjavar Public Elementary School are massive and significantly disrupting the ecosystem of children's daily habits. Gadgets have transformed into centers of distraction, reducing focus quality due to digital insomnia, causing procrastination, and having fluctuating effects, even cognitive decline, on academic achievement for students who receive insufficient supervision. On the other hand, social media can function as a material enrichment tool that supports grade stability if there is firm family literacy intervention. Based on these conclusions, it is recommended that schools immediately formulate clear guidelines prohibiting gadgets and initiate regular parenting seminars for

parents. Educators are encouraged to begin adapting relevant, collaborative, and project-based learning strategies. The most crucial role lies with parents at home, who must abandon permissive attitudes and implement measured screen-time management. In response to the limitations of the results, it is strongly recommended that future researchers conduct further exploration using quantitative research methods to measure the significance of social media's influence on grade point averages within a broader population.

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