
THE EFFECT OF SOCIAL MEDIA USE INTENSITY ON STUDENTS' LEARNING MOTIVATION AT AL AZHAR HIGH SCHOOL, MEDAN

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Abstract

Student performance in the learning process is significantly influenced by their level of enthusiasm, as this is a key factor influencing learning outcomes. Meanwhile, social media has become an integral part of high school students' daily lives, raising questions about the relationship between usage levels and their learning enthusiasm. This study aimed to examine the relationship between the duration of social media use and learning enthusiasm among students at SMA Unggulan Al Azhar Medan. A quantitative approach utilizing a correlational survey design was employed. The study participants were students from SMA Unggulan Al Azhar Medan, selected via a predetermined sampling method. Data collection involved a questionnaire incorporating a learning motivation scale adapted from the ARCS model (Attention, Relevance, Confidence, Satisfaction), alongside a survey to determine the duration and platforms of social media use across different groups. The findings indicate that the relationship between the duration of social media use and learning motivation is neither direct nor simple. Notably, students with high social media usage (more than 8 hours per day) exhibited high learning motivation scores, comparable to those in the low-usage group. Family environmental factors—specifically the role of parental supervision and guidance in managing children's digital activities—likely contribute to this pattern and are discussed as a theoretical framework supporting the interpretation of the results.

Keywords: Duration of Social Media Use, Social Media, Learning Motivation, High School Students, Al Azhar Medan's Leading High School

Introduction

Education is a crucial foundation for shaping character and enhancing the intelligence of the nation's next generation. Although schools are the official venues for teaching and learning, a child's learning progress still depends on the role of the family, their closest environment. Parents are the primary and primary educators, wielding the greatest influence in shaping a child's habits, motivation, and attitude toward learning. In reality, a child's learning level and irregularity can fluctuate, both due to internal and external factors. The most important external factor is the extent to which parents are involved in helping their children learn at home. Parents not only provide financial support but also encourage, provide tools, and assist children when they encounter learning difficulties. High school students' learning motivation is influenced by several interrelated factors, such as parental support, the school environment, the role of teachers, and factors within each student. Students who receive adequate attention, guidance, and support tend to be more motivated to learn and achieve better results. Furthermore, a positive, religiously-based school environment also helps foster discipline, responsibility, and clearer learning goals. By balancing family support, school guidance, and a spirit of self-study, students' learning motivation can thrive.

In addition to external factors such as social media, the role of parents in children's daily lives is also an environmental factor that is theoretically important for understanding how students' learning motivation works, although in this study the focus is more on the relationship between the length of social media use and learning motivation. The family is a child's first learning environment and has the closest relationship with them. Therefore, parents play a crucial role in supporting their child's growth, development, and enthusiasm for learning. According to Lilawati (2021), the family environment significantly influences student development because the first education they receive comes from their parents.

The support provided can take the form of attention, concern, mentoring, provision of learning facilities, rewards for success, and encouragement to maintain student enthusiasm in participating in the learning process. This form of support can increase learning motivation, thus encouraging students to study more diligently. In line with this opinion, Atriana (Atriana et al., 2021) states that motivation is a conscious drive that moves someone to take action to achieve a specific goal. Therefore, students with a strong enthusiasm for learning usually have better learning outcomes than those with a low enthusiasm for learning.

In the context of secondary education, parental involvement has been shown to be closely correlated with children's academic stability. Recent research by Hariati (Hariati & Armida, 2023) confirms that emotional support and the provision of adequate learning facilities from parents contribute directly to students' learning resilience. However, in reality, many students lose their motivation to learn due to social distractions and unsupervised digital technology developments. Azkarisa and Nugraha (Azkarisa & Nugraha, 2023) explain that academic burnout in high school students can be influenced by various learning demands and a lack of social support. This research shows that parental assistance and self-confidence in learning influence the prediction of academic burnout in students. Therefore, parental involvement through providing attention, motivation, advice, learning assistance, and the provision of learning facilities is very important to help maintain motivation and reduce student learning boredom.

Family support is also demonstrated through effective communication between parents, children, and the school. According to Indriani and Yunus (Indriani & Yunus, 2021), effective parental involvement extends beyond meeting financial needs, but also includes regular monitoring of daily schedules, evaluation of personality development, and active communication with homeroom teachers. In a religiously based and distinctively religious school environment like Al Azhar Medan's flagship high school, aligning disciplinary values at school with a climate of habituation at home is crucial for establishing consistent student learning behavior.

The importance of strengthening the role of parents is reinforced by findings (Maulana et al., 2026) which confirm that synergistic collaboration between parents and schools is directly proportional to the learning drive and consistency of student motivation in complex subjects. When parents show adequate attention accompanied by continuous appreciation, students feel they have clear academic goals and the confidence to achieve. Based on the explanation of the theory and the results of previous research, further research is needed to investigate the relationship between the duration of social media use and student learning motivation at Al Azhar High School, Medan. In this study, the role of parents is used as a theoretical framework to help understand the results found.

Formulation of the problem

Based on the background that has been explained, this research focuses on the following research questions:

1. What are the patterns of duration and intensity of social media use among students at Al Azhar Medan's flagship high school?
2. What is the level of student learning motivation at Al Azhar Medan's Top High School?
3. Is there a relationship between the duration of social media use and students' learning motivation at Al Azhar Medan's Top High School?

Research purposes

The objectives to be achieved through this research are as follows:

1. To determine the duration and intensity patterns of social media use among students at Al Azhar Medan's flagship high school.
2. To determine the level of student learning motivation at Al Azhar Medan's flagship high school.
3. Analyzing the relationship between the duration of social media use and students' learning motivation at Al Azhar Medan's flagship high school.

Research methodology

This study used a quantitative approach with a descriptive correlational method to describe and analyze the relationship between social media usage duration and student learning motivation across a sample of students from Al Azhar Medan's flagship high school. Sampling was conducted using a proportional random sampling method to obtain a balanced and representative picture of the students. The variables in this study consisted of:

1. **Independent Variable (X):** duration or intensity of social media use among students.
2. **Dependent Variable (Y):** student learning motivation, which is measured based on the ARCS model indicators (Attention, Relevance, Confidence, Satisfaction).

Data collection was conducted using a Likert-based learning motivation scale questionnaire, supplemented by questionnaires on duration and social media platform usage. Before use, the instrument was tested for validity and reliability. Data were analyzed descriptively to determine trends in each variable. Hypotheses were then tested using the Pearson Product Moment correlation test to determine the level of relationship and significance between variables.

The process of testing whether the questionnaire is suitable for use is carried out by checking its validity and reliability using a trial sample before the main data is actually collected. The validity of each item in the questionnaire is calculated using the Product Moment correlation formula. An item is considered valid if the value r_{hitung} is greater than the value r_{tabel} at the 5% significance level. Meanwhile, testing the reliability of the measuring instrument is carried out by checking the Cronbach's Alpha coefficient. According to the criteria for psychometric adequacy, a measuring instrument is considered reliable and can be used to collect research data if the Cronbach's Alpha coefficient has a value of 0.70 or higher.

Before conducting the Pearson correlation hypothesis test, it is necessary to ensure that the data meets the assumptions of parametric analysis. Therefore, the research data were first tested to meet the analysis prerequisites. This prerequisite test includes checking whether the data has a near-normal distribution using the Kolmogorov-Smirnov method to ensure that the sample data meets the assumption of normality. Furthermore, a linearity test was also used to demonstrate that the variable duration of social media use (X) and the variable learning motivation (Y) have a straight-line relationship, consistent with the theory.

As a follow-up to determining the correlation value, the researchers also conducted a Coefficient of Determination (R^2) analysis to determine the extent of influence or variance of the variable of social media usage duration in explaining changes in student learning motivation. As stated by Mayasari and Alimuddin (Mayasari & Alimuddin, 2023), a multilevel quantitative analysis equipped with percentage contribution measurements is very useful for confirming the actual impact of external variable interventions on students' psychological dynamics at school.

Research result

1. Distribution of Social Media Platform Usage

Based on the questionnaire results, all respondents actively used various social media platforms. The most widely used platform was WhatsApp, with a total of 32 students using it. Instagram followed with 25 users, while TikTok had 21 users. Social media platforms based on social networks and video content, such as Facebook (17 users) and YouTube (16 users), were still used by some students. This pattern

indicates that instant messaging apps and social media platforms that utilize interactive visual content are the primary tools for students' daily digital communication.

2. Daily Duration of Social Media Use

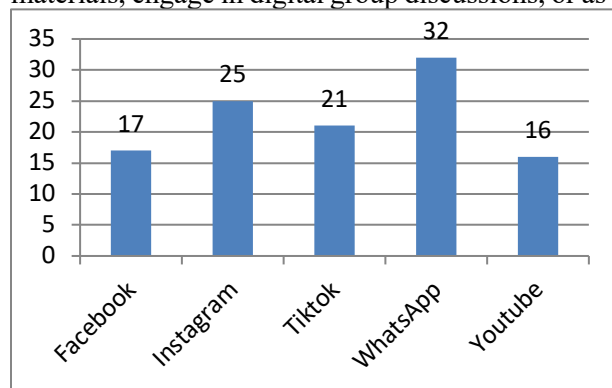
An analysis of daily social media usage showed that almost all respondents spent a significant amount of time online. The majority of students, 49 percent, used social media for a moderate amount of time, between 2 and 6 hours daily. Meanwhile, 31% of students fell into the very heavy usage category, spending more than 8 hours daily. Only a small proportion of students, around 20%, limited their social media usage to no more than two hours daily. The number of students spending more than two hours daily on social media was very high, indicating that adolescents are exposed to a wide range of digital activities.

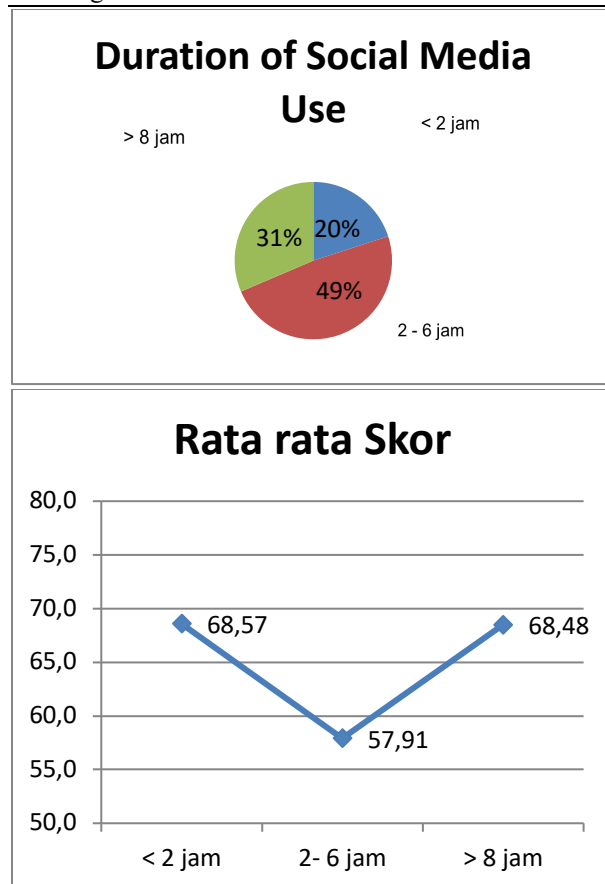
3. The relationship between the length of social media use and learning motivation scores.

Based on the analysis, the average student learning motivation score showed differences in each group based on the duration of social media use. Students who used social media for slightly less than 2 hours had the highest average learning motivation score, namely 68.57. However, in the group that spent between 2 and 6 hours, there was a significant decrease in the average learning motivation score, reaching 57.91. The analysis showed that students who used social media for more than 8 hours per day had an average learning motivation score of 68.48. This value is almost close to the average score of students who used social media for less than two hours per day.

4. Relationship of Findings to the Role of Parents

This non-linear pattern provides an opportunity to discuss the possible role of parental supervision and assistance as factors influencing the relationship between duration of social media use and learning motivation. Based on research by Azkarisa and Nugraha (2023) and Indriani and Yunus (2021), parental supervision of children's digital activities can explain why students who use social media for long periods can still maintain fairly good learning motivation. This may occur because social media use is used for learning-related activities, such as searching for materials or discussing in online groups, and is carried out under parental supervision and guidance. Students who use gadgets during moderate periods are at risk of being distracted without adequate control. This relationship is explained interpretively based on theory, because this study did not directly test the role of parents as a statistical variable—thus becoming one of the suggestions for further research. These findings suggest that spending time on social media does not necessarily directly reduce learning motivation. When used for moderate durations (2–6 hours), social media can be a major distraction, reducing students' concentration. Conversely, in users with very high usage durations (>8 hours), high motivation can be influenced by using social media to search for learning materials, engage in digital group discussions, or as a coping mechanism to reduce boredom while studying.





Conclusion

Referring to the research results presented, the majority of students demonstrated a relatively high intensity of social media use. As many as 49% of respondents accessed social media for 2-6 hours daily, while another 31% used social media for more than 8 hours per day. The relationship between the duration of students' social media use and their enthusiasm for learning is not a straightforward and simple one. The lowest decline in learning motivation scores occurred in the group using media for 2-6 hours (score 57.91), while the group using media for more than 8 hours showed a higher learning motivation score (score 68.48) and almost the same as the group using media for less than 2 hours (score 68.57). Social media for students not only distracts them, but can also be used as a learning tool and a way to manage their emotions. This indirect relationship pattern suggests that parents need to continuously monitor and assist their children in using social media, so that such use continues to support and not hinder their enthusiasm for learning. Future research should be conducted to concretely examine the role of parents as a factor influencing the relationship between social media use and students' enthusiasm for learning.

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