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# Does Social Media Use Affect Elementary Students' Focus and Learning Achievement? A Study on Indonesian Language Learning

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**Abstract**

The rapid development of digital technology has integrated social media into students' daily routines, including their learning processes. Despite its potential for enhancing communication and information access, excessive social media use has raised concerns regarding its impact on students' concentration and academic performance, particularly in subjects requiring focused attention, such as Indonesian Language. This study investigates the relationship between social media usage intensity and both concentration and learning outcomes in elementary school students. A quantitative ex post facto approach was applied, involving 30 fourth- and fifth-grade students at SD Muhammadiyah Perumnas. Data were collected through observations and questionnaires, which were analysed using simple linear regression via SPSS version 25. The instruments used demonstrated validity and reliability, with Cronbach's Alpha values exceeding 0.70. The results showed that the intensity of social media usage did not significantly affect students' learning concentration ( $p = 0.072$ ) or their

Indonesian language learning outcomes ( $p = 0.862$ ). These findings suggest that while social media usage intensity has a unidirectional relationship with both concentration and learning outcomes, its impact is statistically insignificant. The study concludes that other internal factors, such as motivation, discipline, and environmental support, play a more substantial role in student performance.