The Impact of Social Media on The Learning Process of Primary School Students

Thilagam B*, Ravindaran M, and Selvajothi R

Universiti Malaya, Malaysia

Abstract

Social media represents an essential communication technology in everyday life. Using social media as a learning medium can encourage the quality of learning by taking advantage of all the facilities for communicating and sharing information owned by the media for the educational process. At this time, after the COVID epidemic, social media has a great influence on a person's life, with both positive and negative effects, especially for primary school students. This study was conducted to determine the impact of social media on the learning process of Tamil national-type school students (Sekolah Jenis Kebangsaan Tamil, SJKT) in Kedah. This study is a quantitative study using the survey method. The number of samples selected based on the criteria set is to have a smartphone. A total of 238 students were selected to answer the questionnaire distributed via Google Forms. The data obtained in this study were analyzed using descriptive statistical methods, namely frequency, percentage, and mean. The findings reveal that 72% of the students spend more than 3 hours daily on social media platforms such as WhatsApp, Facebook, Telegram, Instagram, and online games. Additionally, 65% of students admitted to prioritizing social media activities over academic tasks, significantly reducing their effective study time. Time for learning lessons becomes less effective because students spend a lot of time on social media. Lack of parental supervision at home also causes students to freely use media platforms for playing purposes. The researcher hopes that this research process can benefit various parties by encouraging them to take appropriate steps to improve the learning process of primary school students.

Keywords: Social Media, Learning Process, Facebook, Online games, Primary Education, Digital Learning

Introduction

Technological progress is something that cannot be avoided because its development runs by scientific progress. Technology and science have a significant impact on many different sectors, but education is one of them. Technological advancements periodically achieve greater sophistication through human invention and ingenuity (Alemayehu, 2024). The development of this technology brought drastic changes in daily communication with the spread of access to the internet. In this digital millennium, the need for the media as an intermediate medium for the community to find out the latest information and the purpose of communication is undeniable (Topsümer et.all., 2023). The close relationship between

*Corresponding Authors' Email: 22056718@siswa.um.edu.my

media and communication is very significant in sharing and disseminating information, causing interpersonal relationships with humans to be faster and more effective (Watie, 2016).

Social media is attracting more and more people's attention now compared to television and radio broadcasting (Ab Halim & Muslaini, 2018; Abadi et al., 2016) Communication on social media is more interactive, open and allows everyone to participate in it (Rati Ratna Sari et al., 2023). Social media is media that is used online, by giving opportunities to users to open a personal website and then connect with the community worldwide. Traditional media such as newspapers and television broadcasting provide constraints to users to give independent opinions and views on things issues or news broadcasts. Therefore, internet-based social media became a field for users to entertain by throwing opinions and feedback openly, as well as sharing information in a short time without limitations (Nik et al., 2019). Network Social media that are very popular with the community today are Whatsapp, Facebook, Instagram, and Twitter.

Primary education in Malaysia starts from year 1 to year 6 and accepts children aged 7 to 12 years. A study by the Malaysian Communications and Multimedia Commission (MCMC) found that 83.2 percent of internet users are children aged 5 to 17. Even 93 percent of these children's internet users use smartphones to access text communication, social media, get information, and watch videos (MCMC, 2017). Various studies have been done to review the effects of using gadgets among children (Zain, 2022). According to Naquiah et al., (2017) there are many children in Malaysia spend an average of 19 hours a week surfing the internet. While nine out of ten children in Malaysia have been exposed to the experience negative while browsing the internet.

According to Farah Aziz (2020), the result of a study by child education experts at Michael Cohen Group found as many as 60 percent of parents who have children who 12-year-olds often use gadgets, 30 percent use them very often, and 36 percent of those children own their gadgets. However, few parents may not know the long-term effects of using excessive gadgets among children causing them to take the road bypass by giving gadgets to children instead of them. (Aina & Hapsah, 2020). Research by Kelly et al., (2019) distinguishes developmental differences, suggesting that these age groups may experience social media's impact in unique ways. More in-depth studies focusing on these age differences would enrich the current literatur. While the educational benefits of social media are generally acknowledged, there is limited research on how it caters to or disrupts different learning styles (visual, auditory, kinesthetic). Further studies could explore how certain social media platforms support various learning styles and how this affects learning outcomes for different student.

Excessive use of gadgets can significantly affect children's health and development, particularly during critical periods of brain and neuron growth. Overexposure to screens during these formative years can

disrupt neural development, which may lead to delays in cognitive, emotional, and physical growth. These effects are especially pronounced in young children, as their brains are still developing the neural connections necessary for learning, memory, and social interactions (Razis Ismail, 2020). This is because the use of gadgets is too long and excessive can interfere with balanced development involving physical, emotional, mental (cognitive), and social (Abdul et al., 2019). Therefore, Wu et al., (2016) also states social media addiction can have an impact directly to depression, this can also lower confidence levels the individual's self carries a more severe risk of depression.

According to Kelly et al., (2019), there are two distinct phases in a child's development: the early childhood phase, which spans from 6 to 9 years old, and the late childhood phase, which spans from 10 to 12 years old. At this age, children are capable of advanced reasoning, particularly when distinguishing between right and wrong. Children between the ages of 6 and 12 have also started their education at a greater learning level than those in early infancy. Children today need to select their companions carefully because their social surroundings can have an impact on their personality (Mammone et al., 2020). Social media is the most common form of social networking used by people around the world, including adolescents and primary school students. Another significant gap is understanding how social media can serve as a tool to increase parental involvement in the learning process. While some studies show that parental engagement can mitigate the negative effects of social media use, more research is needed to understand how social media platforms can be leveraged to foster better communication and collaboration between parents, teachers, and students.

Furthermore, social media can foster an open learning environment, encourage critical thinking in the learning process, facilitate the discovery and application of knowledge, sustain and enhance motivation for learning, and support progress through collaboration among group participants. In addition, social media has a positive effect on fostering social learning and lifelong learning methods and habits (Kind & Evans, 2015). In today's digital age, social media serves as a valuable educational tool by providing interactive and engaging content that caters to young learners' needs. From educational videos to collaborative online projects, social media fosters creativity, critical thinking, and digital literacy skills in students. By incorporating social media into the classroom, educators can create a dynamic learning environment that resonates with tech-savvy learners, ultimately empowering them to thrive academically and adapt to the digital world. Embrace the power of social media as a catalyst for positive educational transformation and watch primary school students flourish in their learning journey.

Social media is a platform to communicate and interact with other people. However, social media can also have a negative impact on the development of language if misused by irresponsible parties (Nik et al., 2019). Nowadays, most parents often let their children use smartphones. Telephone use without control will have a negative effect on the power of thinking and speaking children and also cause the children's muscles and health to become weak (Nahar et al., 2018). Excessive telephone use can have a

detrimental impact on children's cognitive and verbal abilities, leading to weakened thinking and speaking skills. Moreover, prolonged screen time can contribute to decreased muscle strength and overall health in children. Caregivers and parents must monitor and control children's phone usage to prevent these negative consequences. By setting limits and encouraging alternative activities that promote physical and mental well-being, we can help mitigate the harmful effects of unrestricted screen time on our children's development. There is also a gap in research on the effectiveness of intervention programs designed to limit or manage students' social media use. Studies could explore programs that educate students and parents on balancing social media engagement with academic work, assessing their impact on students' learning behaviors and well-being.

The purpose of this research is to find out the impact of social media on the learning process of primary school students, whether the impact of social media in the learning process is very useful or the opposite (Abbas et al., 2019). Research conducted by Nurul Solehah & Zakiyah (2019) found that students may find it easy to learn something positive as well as adapt to what is seen while using social media by doing good behavior with the environment around them whether parents, friends or teachers. Teachers play a crucial role in guiding students to utilize social media platforms positively. By fostering awareness about the potential negative impact of social media and promoting responsible usage, educators can empower students to make informed decisions online. Encouraging dialogue about the importance of digital citizenship and online etiquette can help create a safer and more productive online environment for everyone. Through proactive guidance and education, teachers can equip students with the necessary skills to navigate the digital world responsibly and harness the benefits of social media for personal and academic growth (Starkey, 2020).

Digital technology such as media social is used in education as a tool to help teachers and students learn from one another (Arridho et al., 2023). Using social media can negatively impact students' time management skills. Many students are sleepy during learning hours because they mostly watch on social media like playing online games, playing TikTok and other social media applications (Ni'mah et al., 2024; Laguna et al., 2020). Furthermore, the constant notifications and distractions from social media platforms can disrupt students' focus and concentration, making it difficult for them to stay engaged in their studies. Monitoring social media platforms allows parents to identify potential risks, protect their children from cyberbullying, and ensure that they are using digital resources wisely. By actively engaging in their children's online behavior, parents can help promote a safe and responsible online environment.

Based on the explanation above, the researcher is interested in taking a title on the impact of social media on the learning process of primary school students because the researcher realizes that currently, many minors are not able to sort out good media social and those that have a bad impact on them. So, the researcher wants to examine more deeply why many primary school students only focus on playing

on social media and neglect school homework. Hopefully, this research can reduce the impact of social media on primary school students so that there is faster handling for the better.

Objective

1. To identify the relationship between number of hours spent on social media and the learning process of primary school students.

2. To examine social media's impact on the learning process of primary school students.

3. To investigate the relationship between types of social media platforms and their influence on academic performance.

Materials and Methods

This study is a quantitative study that uses the survey method. The main instrument used in the study data collection process is the questionnaire. The number of samples selected based on the criteria set is to have a smartphone. Random sampling methods were used to select 238 students in this study where Google form was used as the main medium in the process. The questionnaire was taken and modified from Ni'mah Wahyuni et al., (2024) using a Likert scale that is (1) strongly disagree to (5) strongly agree.

This questionnaire is divided into three sections where part A relates to the demographics of respondents, part B is about the number of hours for students to browse social media with the type of social media application that is used and part C contains 15 questions that is related to the impact of social media use on the learning process. The data obtained in this study were analyzed using descriptive statistical methods, namely frequency and percentage.

Result and Discussion

This section will discuss the results of the study that have been obtained from the descriptive analysis of the study respondents.

3.1 Demographics of Respondents

The demographics of these respondents have been formed in terms of gender, age and type of school. Table 1 shows the demographic characteristics of the respondents. Table 1 below shows that of the 238 students involved in this study, there were 140 male respondents (58.82%) and 98 female respondents (41.18%). At the student age level, the table shows that students who have a high age level are 12 years old as many as 116 people (48.74%) and students who have a low age level are 10 years old as many

as 50 people (21.01%). A total of 72 students (30.25%) aged 11 years. Based on the table below, a total of 186 students (78.15%) study in urban schools, while 52 students (21.85%) study in rural schools. Based on the school's location factor, it shows there are differences in student internet addiction in the city and in the countryside because urban areas have good access facilities and technological improvements and developments are happening at a faster rate versus rural area.

Table 1: Demographic information of respondents

Student Background	Information	Frequency	Percentage
Gender	Male	140	58.82%
	Female	98	41.18%
Age	12 years	116	48.74%
	11 years	72	30.25%
	10 years	50	21.01%
Type of school	Urban school	186	78.15%
	Rural school	52	21.85%

Table 2, shows the number of hours for students to browse social media with the type of app that is used. Majority of students surf social media less than two hours a day (47.90%). Based on the number of hours of social media surfing and app type, usage is less than two hours for the WhatsApp app, which is 116 students. While more than six hours of social media usage, more for those using YouTube application (24 students). Table 2 also shows the number of types of social media frequently used by students. The types of social media that students must focus on are the TikTok application and YouTube, which is as much as 29.41% and so on followed by the WhatsApp application at 25.21%. In addition, miscellaneous apps are also the choice of students (10.08%), Facebook (4.20%) and Instagram (1.69%). Overall, the most popular applications often used by students are the TikTok application, YouTube and WhatsApp. Students are seen to be fonder of sharing photos and videos through TikTok. In addition, they use the YouTube application to get additional information visually by watching their favorite videos and shows such as cartoons and movies.

Table 2: Number of hours for students to browse social media with the type of social media application that is used

Number of hours of social media surfing	type of social media application					
	Facebook	Instagram	TikTok	WhatsApp	YouTube	others
Less than 2 hours	76	32	94	116	92	22
2-4 hours	10	16	50	38	68	14
5-6 hours	8	2	28	36	28	16
More than 6 hours	0	0	16	20	24	14

	Total	94	50	188	206	212	66

Impact of Social Media on Student's Learning Process, Behavior and Parental Influence

The growth and prevalence of social media in recent years have sparked discussions about its impact on various aspects of society, including education. One key demographic that is of particular interest is students aged 10-12 years, who are still in their formative years of learning and development. Many studies have examined the effects of social media on student learning within this age group. While there is ongoing debate about the positive and negative impacts of social media on students, it is clear that its influence on the learning process is significant.

Social media can provide students with access to a vast amount of information and educational resources, facilitating learning beyond the traditional classroom setting. Additionally, social media can enhance communication and collaboration among students, promoting engagement and active participation in the learning process. However, it is important to note that social media also has its downsides. Excessive use of social media can lead to distractions and a decline in academic performance.

Therefore, educators and parents must guide students in using social media responsibly and finding a balance between its potential benefits and drawbacks. In addition, social media can play a role in shaping students' social skills and helping them develop connections with their peers. Furthermore, social media can act as a platform for students to showcase their creativity and talents, as well as gain exposure to different perspectives and cultures.

Overall, social media has a dual impact on students' learning processes and behavior. While it can provide valuable resources and opportunities for collaboration, it can also be a source of distraction and potential negative effects on mental health and behavior change. Educators, parents, and students themselves must approach the use of social media in a responsible and balanced manner to maximize its potential benefits while minimizing its potential drawbacks.

The table 3, presents 15 statements (P1 to P15) related to different aspects of social media use. For each statement, there are five levels of agreement, ranging from "Strongly Disagree" to "Strongly Agree," with corresponding minimum values indicating the impact of social media use.

Table 3: Percentage of the impact of social media use

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
P1. Social media is something that I must be used on daily.	0-5 (2 %)	0-40 (17 %)	0-50 (21 %)	0-98 (41 %)	0-45 (19 %)
P2. The utilization of social media as a learning media can affect the excitement in the learning process.	0 (0 %)	0 (0 %)	0-42 (18 %)	0-71 (30 %)	0-125 (53 %)
P3. The existence of social media is beneficial for me in learning.	0 (0 %)	0 (0 %)	0-12 (5 %)	0-69 (29 %)	0-157 (66 %)
P4. The existence of social media makes me not bored of learning.	0 (0 %)	0 (0 %)	0-5 (2 %)	0-80 (34 %)	0-153 (64 %)
P5. Surfing social media makes me have less time to study.	0-96 (40 %)	0-35 (15 %)	0-19 (8 %)	0-40 (17 %)	0-48 (20 %)
P6. My parents encourage me to use social media.	0-98 (41 %)	0-86 (36 %)	0-49 (21 %)	0-4 (2 %)	0 (0%)
P7. I used social media to communicate with my friends.	0 (0%)	0 (0%)	0-19 (8 %)	0-94 (40 %)	0-125 (52 %)
P8. I'm interested in playing online games while using social media.	0-12 (5%)	0-28 (12%)	0-24 (10 %)	0-56 (24 %)	0-118 (50 %)
P9. I'm easily swayed by new things that go viral on social media.	0-98 (41 %)	0-72 (30 %)	0-64 (27 %)	0-4 (2 %)	0 (0 %)
P10. Social media makes me motivated to do new things.	0 (0 %)	0-0 (0 %)	0-10 (4 %)	0-98 (41 %)	0-130 (55 %)
P11. I was encouraged to join the group on social media and keep up with it	0-7 (3 %)	0-14 (6 %)	0-9 (4 %)	0-68 (29 %)	0-140 (59 %)
P12. My parents didn't forbid me to use social media.	0-5 (2 %)	0-9 (4 %)	0-34 (14 %)	0-78 (33 %)	0-112 (47 %)
P13. My parents let me use social media without limits.	0-7 (3 %)	0-10 (4 %)	0- 45 (19 %)	0-80 (34 %)	0-96 (40 %)
P14. The existence of social media will make me more active in learning.	0 (0 %)	0 (0 %)	0-13 (5 %)	0-58 (24 %)	0-167 (70 %)
P15. I share my experience of using social media to my parents.	0 (0 %)	0 (0 %)	0 (0 %)	0-100 (42 %)	0-138 (58 %)

In today's digital age, social media has become an integral part of the educational landscape. It has transformed the way students learn, access information, and interact with their peers and teachers. However, the impact of social media on education and learning has both positive and negative effects. Based on the data from the questionnaire, the impacts of using social media can be divided into three sub themes.

• Learning and education

• Motivation and positive behavior

• Parental influence

Learning and Education

Based on the data provided in figure 1.1, the impact of social media on the learning process and education is evident. The majority of respondents strongly agree (66%) in question 3 that the existence of social media is beneficial for them in learning. This indicates that social media has a positive impact on learning. However, when it comes to time management, 40% of the percentage agree in question 5 that surfing social media makes them have less time to study. This suggests that while social media can be beneficial for learning, it also has the potential to distract students from their studies. Additionally, (52%) were strongly agree in question 7 that they use social media to communicate with friends, indicating that it plays a role in social interaction and potentially in collaborative learning.

The data also shows that (50%) strongly agree with question 8 that they are interested in playing online games while using social media, which could have both positive and negative implications for the learning process. Then, 59 % students were strongly agree with question 11, that they encouraged to join the group on social media and keep up with it. Additionally, question 14 indicates that a high percentage of respondents (70%) strongly agree that the existence of social media will make me more active in learning. Overall, the data suggests that social media has a multifaceted impact on the learning process and education, with both positive and negative aspects.
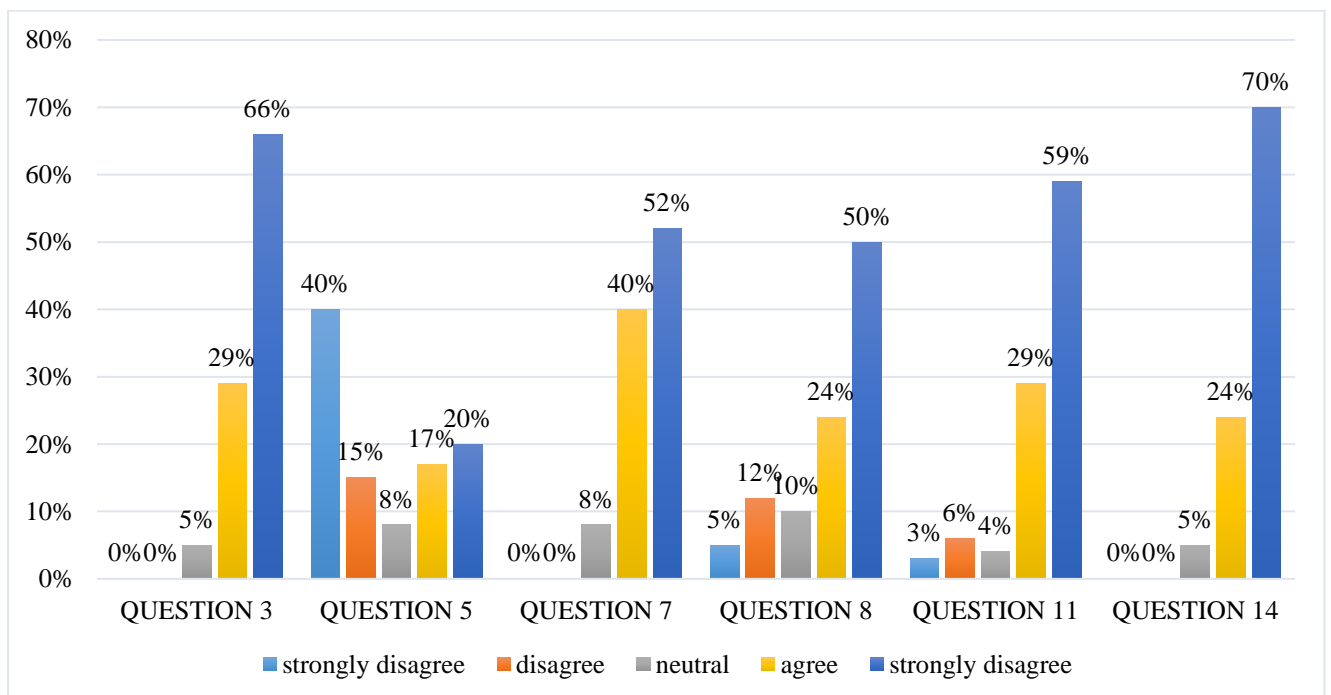

Figure 1.1: Impact of social media on learning and education

Motivation and positive behavior

From this graph in Figure 1.2, Question 1 indicates that 41% of respondents agree that social media is something they must use daily, while 19% strongly agree. This suggests a high level of perceived necessity for social media use. Additionally, (53%) strongly agree with question 2 that the utilization of social media as a learning media can affect the excitement in the learning process highlighting the potential positive impact of social media on motivation. On the other hand, question 4 shows that 64% strongly agree that the existence of social media makes them not bored of learning, indicating a positive impact on behavior. Next, question (41% strongly disagree with question 9, that they are easily influenced by new viral content on social media, while statement question 10 demonstrates that (55%) strongly agree that social media motivates them to engage in new activities. Overall, the data suggests that social media has a significant impact on motivation and positive behavior.
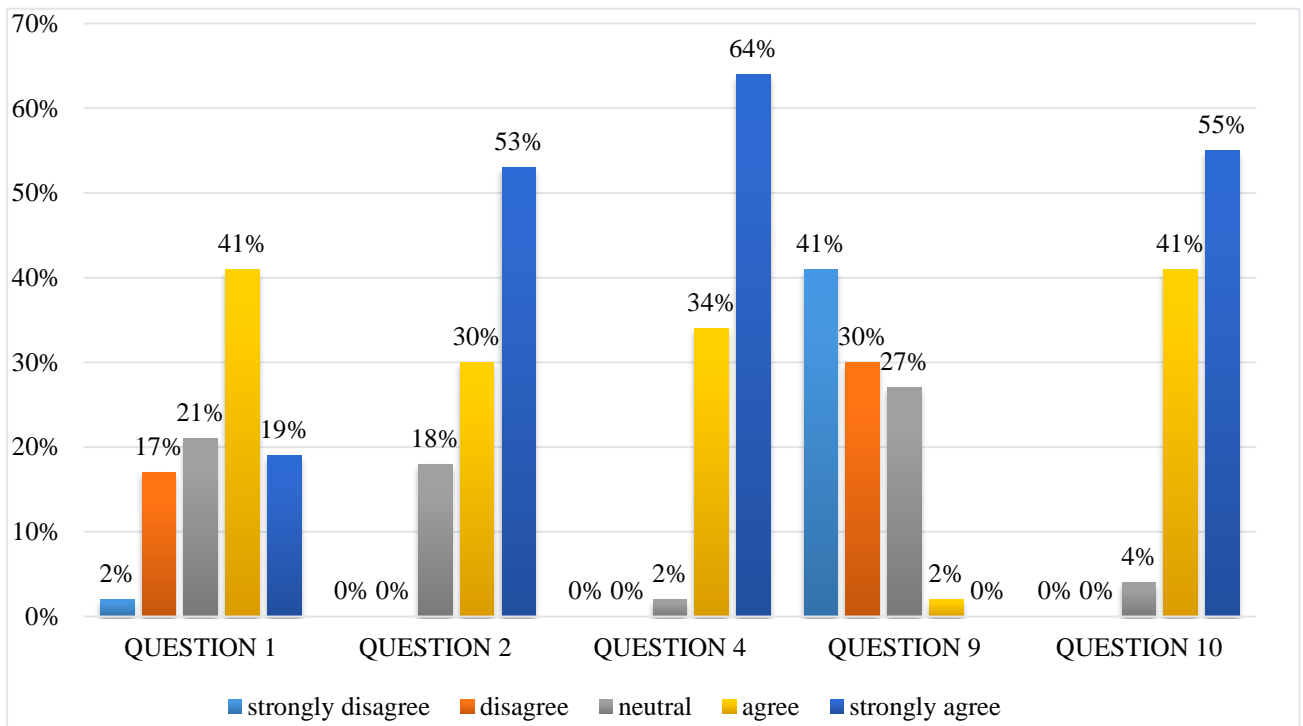

Figure 1.2: Impact of social media on motivation and positive behavior

Parental influence

The data presented in figure 1.3, shows the percentage of the impact of social media on parental influence. Question 6 indicates the level of encouragement from parents to use social media, with 41% strongly disagree and 36% disagree. While 33 % strongly agree and 47% agree with question 12 that

their parents did not forbid them to use social media. Additionally, 40% strongly agree with Question 13 that parents let them use social media without limits. Furthermore, question 15 indicates the extent to which individuals share their social media experiences with their parents, with 58% strongly agree. This suggests that a majority of respondents are open to sharing their social media experiences with their parents. Overall, the data indicates that social media has a significant impact on parental influence, with varying degrees of encouragement, permissiveness, and communication between parents and their children regarding social media usage.
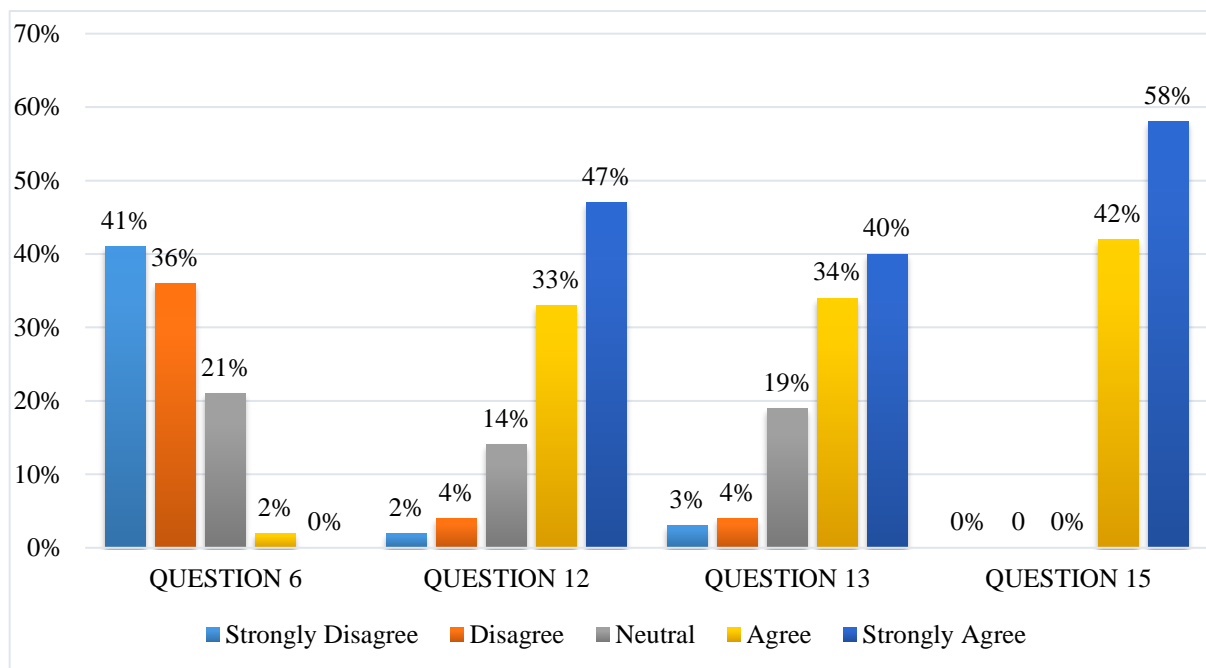

Figure 1.3: Impact of social media on parental influence

Overall, these findings indicate that social media may have both positive and negative impacts on the student's learning process. It is important for parents and educators to carefully consider the role of social media in children's education. Additional research and guidance on using social media for educational purposes may be necessary to ensure that it complements, rather than detracts from, the learning process.

Conclusion

The findings of this study show that the use of social media among primary school students has more positive effects on the learning process. With the rise of social media platforms, the impact on the

learning process of primary school students has become a significant concern for educators and parents alike. Social media's pervasive nature can positively and negatively influence students' academic development. While social media can offer educational resources and interactive tools to enhance learning experiences, it poses distractions and potential risks such as cyberbullying. Balancing the benefits and drawbacks of social media usage among primary school students is crucial in optimizing their educational journey. Future studies could focus on long-term data to explore how continued social media use affects academic performance and cognitive development in primary school students over time. Furthermore, future analysis could incorporate regression models to explore the relationship between the frequency of social media use and academic performance, controlling for variables such as parental involvement and socioeconomic status. Parents and educators play a vital role in guiding students to utilize social media responsibly and productively to ensure a positive impact on their learning outcomes.

Declaration of Interest Statement

The authors declare that they have no conflict of interests.

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