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Social Media as a Digital Addiction for Elementary School Students: A Psychology of Learning Analysis

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ABSTRACT
This library research employs a descriptive qualitative design to examine social media as a form of digital addiction among Indonesian elementary school students (aged 7-12), analyzed through a learning psychology lens. Drawing from 45 peer-reviewed sources via systematic synthesis using Miles and Huberman's model, the study reveals that platforms like TikTok trigger dopaminergic reinforcement akin to Skinner's variable-ratio schedules, disrupting prefrontal maturation, Baddeley's working memory, Piaget's concrete operational stage, and Vygotsky's zone of proximal development. Key findings indicate average daily usage of 3-4 hours (exceeding WHO guidelines), with Pearson correlations linking it to 59-70% negative impacts on concentration, learning motivation, social interactions, and academic achievement. Literature gaps in longitudinal Indonesian data are addressed, highlighting FoMO-driven emotional dysregulation, permissive parenting, and rural-urban disparities. Practical implications advocate curriculum-integrated digital literacy, 1-hour screen-time limits, and school-family coordination to mitigate addiction while leveraging platforms for Society 5.0 learning. Future research should prioritize mixed-methods longitudinal studies with neuroimaging for causal validation and policy formulation.

Keywords
Social Media; Digital Addiction; Elementary School; Psycology of Learning.

Introduction

The digital era has revolutionized access to information and social interaction, including among elementary school students, who are now intensively exposed to social media. Platforms like TikTok, Instagram, and YouTube Shorts offer engaging, instant content, but they have the potential to create patterns of digital addiction that can harm the psychological development of children aged 7-12 (Laila et al., 2024). This phenomenon demands in-depth analysis from a learning psychology perspective to understand its impact on the basic education process.

Excessive use of social media by elementary school students often reduces effective learning duration and face-to-face interactions, as reflected in case studies in various regions of Indonesia (Andara et al., 2022). Children tend to prioritize scrolling through content over homework, which leads to decreased concentration and academic performance. This underscores the urgency of research on "digital addiction" as a hidden threat to children's learning foundations.

Neuropsychologically, social media addiction triggers repeated dopamine release due to notifications and personalized algorithms, similar to the mechanisms of behavioral addiction. In the developing brain of children, this hyper-stimulating exposure disrupts the function of the prefrontal cortex, thereby

inhibiting the self-regulation and sustained attention essential to Vygotsky's learning theory (Mardliyah, 2023). This impact is exacerbated in the post-pandemic era where gadgets have become the norm for learning.

From a behavioral learning psychology perspective, positive reinforcement such as likes and shares reinforce usage habits, creating a cycle of reinforcement that is difficult to break. Elementary school students experience a conflict between intrinsic learning motivation and extrinsic digital motivation, where entertainment content dominates motivation. This approach is relevant for analyzing how social media is changing the learning habits of Indonesian children (Ananda et al., 2024).

Recent literature confirms the dominant negative impacts, such as increased Fear of Missing Out (FoMO), which triggers anxiety and reduces sleep quality in elementary school students. Surveys in elementary schools indicate average usage reaches 3-5 hours/day, correlated with emotional distress and decreased real-life social interactions (Uttami & Fitriyeni, 2024). However, positive aspects such as digital literacy need to be balanced through targeted interventions.

In the Indonesian context, a lack of parental supervision and school infrastructure exacerbates addiction, with urban elementary school students more vulnerable to age-inappropriate content (Ichsan, 2019). Field research in Java revealed declining academic performance due to prioritizing gadgets over textbooks. This situation highlights the inequity in access to equitable digital education (Saqya & Wiatmo, 2024). Piaget's cognitive theory explains that elementary school students (ages 7-11) are vulnerable to digital distractions, hindering the development of logic and problem-solving. Social media addiction shifts the focus from concrete to virtual activities, reducing positive brain plasticity (Afiifah et al., 2025). This analysis is crucial for designing an adaptive curriculum.

An empirical study in Indonesian elementary schools found a significant correlation between social media intensity and emotional disorders, such as irritability and social isolation. More than 50% of child respondents exhibited mild to moderate symptoms of addiction, impacting classroom dynamics (Mardliyah, 2023). These findings support the need for intervention models based on learning psychology. Mitigation efforts such as digital literacy campaigns have proven effective in reducing digital addiction, with increased student awareness post-intervention. However, a major challenge is integrating school and family policies to limit screen time without diminishing educational benefits (Munawaroh & Ichsan, 2024). This holistic approach underpins the research recommendations.

This study fills a gap by analyzing the specific learning psychology of elementary school students (Sekolah Dasar/SD and Madrasah Ibtidaiyah/MI) in Indonesia, combining quantitative data on usage duration and qualitative cognitive impacts. The results are expected to provide a basis for national education policy to address digital addiction, ensuring optimal development of the younger generation in the Society 5.0 era.

Literature Review

Social media has become a global phenomenon affecting all age groups, including elementary school students, with the potential to create digital addiction through algorithms designed to retain users' attention. Research by Fadli et al. (2025) shows that uncontrolled use of digital devices in elementary school-aged children leads to digital addiction, which impacts physical, mental, and psychological health. This study confirms that exposure to hyper-stimulating content like short videos on TikTok accelerates the formation of addictive patterns in children's developing brains.

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From a learning psychology perspective, digital addiction disrupts selective and sustained attention processes, as described in Piaget's cognitive theory of the concrete operational stage at ages 7-11. Kurniawan & Nakhma'ussolikhah (2025) found, through a literature review, that gadgets are used more often for entertainment than learning, leading to a decline in elementary school students' concentration and social skills. This creates an imbalance between extrinsic reinforcement from digital notifications and intrinsic motivation to learn.

Empirical studies in Indonesia have revealed a positive correlation between the duration of social media use and symptoms of addiction, with elementary school students spending an average of 3-4 hours per day, exceeding WHO recommendations. Ananda et al. (2024) and Fadli et al. (2025) highlight the role of permissive parenting as a triggering factor, where unlimited access increases the risk of social isolation and emotional disorders. Skinner's behaviorist approach supports these findings through the concept of positive reinforcement from likes and shares.

Psychological impacts include increased Fear of Missing Out (FoMO), which disrupts emotional regulation and sleep quality in elementary school students, as evidenced by a field survey in Javanese elementary schools. Hidayatullah et al. (2024) analyzed that low digital literacy exacerbates these negative effects, hindering the development of prefrontal brain executive functions. This literature emphasizes the need for early intervention to mitigate learning disorders.

Research on gadget addiction in early childhood, as summarized by (Buhaerah & Lathifah, 2025), shows a decline in cognitive and psychomotor performance due to sleep and focus disturbances. Yusuf & Anjani (2019) found that gadget use correlates with changes in the behavior and morals of elementary school students, including irritability when restricted. This systematic review strengthens the argument that social media acts as a behavioral addiction with dopaminergic mechanisms similar to substance addiction. In the Indonesian context, the lack of coordination between schools and parents is a major challenge, with elementary schools struggling to manage screen time without family support. Siregar et al. (2024) confirmed that assertive parenting and digital mentoring effectively reduced addiction based on a longitudinal study. This literature recommends integrating digital literacy curricula to balance benefits and risks.

Neurological analysis from a Vygotskyian learning psychology perspective indicates that the zone of proximal development is disrupted by digital distractions, reducing real-life social interactions. Zulfa & Mujazi (2022), cited in Fadli's review, reported that frequent smartphone use affects academic achievement through sleep disturbances. This finding is consistent with global studies linked to the local Indonesian context.

Control efforts such as digital literacy campaigns have been shown to increase awareness among elementary school students. However, Fadli et al. (2025) warn of the risks of exposure to age-inappropriate content, which can accelerate addiction and emotional dependence. This literature highlights the need for evidence-based intervention models for elementary education.

A research gap lies in the lack of specific studies integrating psychological analysis of learning with quantitative data on the duration of social media use among Indonesian elementary school students. Systematic reviews indicate a predominance of small case studies, while longitudinal research is needed to establish causality. This current study forms the basis for developing a theory of digital addiction in education. Overall, the literature confirms that social media, as a digital addiction, hinders the learning

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process of elementary school students through cognitive and emotional disruption, with the primary recommendation being holistic digital literacy. Future research should focus on learning psychology-based interventions for Indonesia's digital generation. This synthesis supports the urgency of further empirical studies.

Methods

This study uses a library research approach with a descriptive qualitative design to analyze the phenomenon of social media as a digital addiction among elementary school students from a learning psychology perspective. This method was chosen because it allows for an in-depth synthesis of relevant primary and secondary literature, without requiring primary empirical data collection, making it suitable for exploring existing theoretical concepts and empirical findings. This approach follows the principles of a systematic literature review that emphasizes the selection of reputable sources to avoid bias and ensure the validity of the analysis (Rijali, 2019; Satori & Komariah, 2017).

Data sources were collected from indexed scientific publications such as national and international journals, university repositories, and academic databases to capture the latest developments post-pandemic. Inclusion criteria included peer-reviewed articles specifically addressing digital, social media, or gadget addiction in elementary school-aged children in Indonesia, with a focus on psychological aspects of learning such as motivation, concentration, and cognitive development. A total of 45 sources were initially identified and then refined into primary documents based on relevance and methodological quality.

Data collection procedures were conducted through keyword searches. Processing techniques included content abstraction, thematic categorization (e.g., cognitive, emotional, and intervention impacts), and inter-source triangulation for cross-validation (Safrudin et al., 2023). Tools such as Mendeley were used for reference management, ensuring traceability, and avoiding plagiarism in narrative synthesis.

Data analysis adopted the Miles and Huberman model (data reduction, presentation, and conclusion drawing) with a qualitative content analysis approach (Anggito & Setiawan, 2018). Data were reduced through codification of key themes such as dopaminergic mechanisms and behaviorist learning theory, then presented in a comparative matrix to identify patterns, gaps, and recommendations. Validity was ensured through virtual peer-debriefing with expert colleagues and an audit trail of process documentation (Creswell, 2013), resulting in a credible interpretation of digital addiction in the context of Indonesian primary education.

Results

Library research analysis confirms that social media functions as a digital addiction for elementary school students through dopaminergic reinforcement mechanisms from hyper-stimulating content such as TikTok, where the majority of sixth-grade students actively use this platform with an average duration of 3-4 hours/day, positively correlated with decreased academic achievement ($r=0.667$, $p<0.05$). This finding aligns with Sabilla et al. (2024) study at SDN Haurgeuliskolot, which reported reduced study time, difficulty focusing, and loss of interest in learning due to addiction, with only 4% of non-user students showing minimal symptoms. Cognitively, this exposure disrupts Piaget's concrete operational stage, reducing working memory capacity due to changes in prefrontal cortex plasticity.
The following table summarizes the distribution of impacts based on data collection instruments:

Table 1. Psychological Aspects

Psychological Aspects of Learning	Percentage of Negative Impact %	Findings
Concentration and Focus	70	Students often daydream because they are tired of scrolling through social media (Perdana et al., 2022).
Motivation to learn	68	Prefer instant answers from TikTok over textbooks (Mardiansyah, 2025)
Social Interaction	65	Lack of face to face conversations, prefer virtual chats (Uttami & Fitriyeni, 2024)
Academic Achievement	59	Average grade drop of 15% in non-digital subjects (Sabilla et al., 2024)

Pearson correlation test showed a significant relationship ($r = 0.667$; $p < 0.01$) between the duration of social media use and decreased learning achievement.

Discussions

Social media addiction among elementary school students disrupts the dopamine reward system by delivering rapid bursts of gratification from short-form videos, such as those on TikTok, which create a reinforcing loop that prioritizes instant rewards over sustained cognitive efforts like learning. This aligns closely with B.F. Skinner's operant conditioning theory, particularly variable-ratio reinforcement schedules, where unpredictable notifications—much like slot machine payouts—strengthen compulsive checking behaviors. For children aged 7-12, whose prefrontal cortex is still maturing and responsible for impulse control and self-regulation, this repeated reinforcement erodes executive functions, leading to diminished focus and heightened amotivation toward academic tasks, as evidenced by studies showing 2-3 hours of daily screen time displacing study periods (Li et al., 2014; Patterson, 2020).

In a comparable study at Haurgeuliskolot Elementary School in Indonesia, Thohiroh (2024) documented how TikTok usage correlated with reduced learning interest, mirroring broader patterns where opportunity costs of time result in passive entertainment supplanting active learning. Elementary students, with their developing neural pathways, exhibit heightened vulnerability; research indicates addiction rates around 7-12% in this group, comparable to middle schoolers, underscoring the urgency for early intervention. This phenomenon intensifies in regions like rural Indonesia, where limited supervision exacerbates unchecked access, confirming the disruption to long-term learning processes as students favor dopamine hits over effortful study (Onguner et al., 2024).

From a cognitive standpoint, platforms overload working memory as per Baddeley's multicomponent model, where the phonological loop and visuospatial sketchpad become saturated by endless scrolling, impairing the central executive's ability to process complex classroom information (Amirthalingam & Khera, 2024). Students struggle with attention allocation, as short-form content trains the brain for micro-attention spans, reducing capacity for deep reading or problem-solving essential in elementary

curricula. Empirical data reveals cognitive costs, including shortened attention durations and lower academic performance, directly attributable to this overload (Masri-zada et al., 2025).

Social interactions suffer via the displacement effect, where virtual exchanges on social media supplant face-to-face dialogues, stunting empathy and collaborative skills outlined in Vygotsky's zone of proximal development theory. Findings indicate 55% of affected students experience diminished self-esteem from relentless upward social comparisons, fostering anxiety and isolation. In rural Indonesian contexts like Candi Village, Mardiansyah (2025) and Perdana et al. (2022) observed shifts to passive, viral-content-dependent learning habits, amplifying relational deficits amid sparse parental oversight. These dynamics extend to neuroplasticity, where habitual social media engagement rewires reward pathways negatively, promoting tolerance to natural reinforcers like academic success and entrenching addiction-like neural adaptations. Unlike mere distraction, this modulation alters psychological learning foundations, with longitudinal risks including persistent attention deficits and emotional dysregulation in children. Studies affirm that excessive use heightens anxiety, depression, and addiction criteria met by up to 24% of youth, positioning social media as a true modulator rather than peripheral influence (De et al., 2025).

Practical implications demand curriculum-embedded digital literacy programs, recommending screen-time caps at 1 hour daily to safeguard prefrontal maturation and harness platforms for collaborative tools like educational TikToks. Schools should integrate supervised usage, parental guidelines, and habit-building strategies to counter reinforcement loops, maximizing positives while mitigating addiction risks (Onguner et al., 2024). Such interventions, piloted in various studies, restore self-regulation and balance virtual-real world engagement.

Future research requires longitudinal designs tracking cohorts from elementary through adolescence to quantify enduring neurocognitive impacts, controlling for variables like socioeconomic status and platform evolution. Sabilla et al. (2024) advocate for mixed-methods approaches incorporating neuroimaging to validate neuroplasticity claims and efficacy of interventions. This would provide robust evidence for policy, especially in Indonesia's diverse rural-urban educational landscapes.

Conclusion

In conclusion, this research substantiates that social media, particularly platforms like TikTok, induces digital addiction among Indonesian elementary school students (aged 7-12) through dopaminergic reinforcement loops and variable-ratio schedules akin to Skinner's operant conditioning, significantly disrupting prefrontal cortex maturation, working memory per Baddeley's model, and Vygotsky's zone of proximal development, as evidenced by Pearson correlations linking 3-4 hours daily usage to 59-70% negative impacts on concentration, motivation, social interactions, and academic achievement. These findings extend prior literature by synthesizing cognitive, behavioral, and neuroplastic disruptions in the local context, confirming heightened vulnerability in rural-urban divides with permissive parenting and limited supervision, while highlighting FoMO-induced emotional dysregulation and displacement of face-to-face empathy development. Practically, the study advocates embedding digital literacy interventions in curricula—such as 1-hour screen-time limits, school-family policy coordination, and supervised educational content—to restore self-regulation, mitigate amotivation, and harness social media's collaborative potential without curtailing Society 5.0 benefits.

Limitations and Future Studies

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Limitations include reliance on secondary sources and cross-sectional data, precluding causality inferences, alongside gaps in longitudinal neuroimaging for Indonesian cohorts. Future research should prioritize mixed-methods longitudinal designs tracking neurocognitive trajectories, intervention efficacy via randomized trials, and socioeconomic moderators to inform national policies fostering balanced digital-native learning.

Conflict of Interest

The author declare no conflict of interest that could have influenced the design, execution, analysis, or reporting of this study.

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