



The Influence of Social Media on Improving Student Learning Achievement Through Extracurricular Activities

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Abstract. *This study aims to analyze the influence of social media on student learning achievement and extracurricular participation among fifth and sixth-grade students in Tondong Tallasa Sub-district, Pangkep Regency. A total of 64 students from three elementary schools were involved as research participants. A quantitative approach with a descriptive method was employed. Data were collected through interviews, observations, and questionnaires, then analyzed using the path analysis method to assess causal relationships between variables. The findings reveal that responsible use of social media significantly enhances student achievement and promotes active involvement in extracurricular activities. Future research could explore the impact of social media across broader demographic groups and investigate its long-term effects on student academic and personal development.*

Keywords : *Social Media Influence, Student Learning Achievement, Extracurricular Participation*

1. INTRODUCTION

The rapid advancement of technology and its intersection with the global flow of knowledge have created a society where interactions transcend geographic and cultural boundaries (Indraswati, Marhayani, Sutisna, & Widodo, 2020). Among the most influential phenomena of this era is the rise of social media, a platform that has profoundly transformed societal norms, behaviors, and cultural dynamics. Social media, widely used across demographic groups, enables individuals to connect, share, and access information instantly. However, its widespread integration into daily life has also brought critical challenges, especially in educational contexts. A pressing issue in this research is the increasing dependence of elementary school students on social media and its implications for their academic achievements and character development.

While social media facilitates communication and information exchange, its impact on elementary school students has raised concerns regarding its effects on their cognitive and social development. This challenge is further influenced by the family environment, which plays a key role in shaping children's attitudes toward learning and extracurricular participation (Nurwati & Lestari, 2021). Research highlights the importance of family dynamics, including economic conditions, parental involvement, and the home atmosphere, in determining students' ability to use social media constructively (Indrayasa & Suryanti, 2020). Therefore, a systematic exploration of these interrelated variables is crucial to understanding and mitigating the unintended consequences of social media on young learners.

Recent studies have explored the broader implications of social media on education, revealing its dual role as both a facilitator and a potential disruptor. For example, Suryaningsih (2019) examined how platforms like YouTube are increasingly used as supplementary learning tools. These platforms offer vast educational resources, enabling self-paced learning and fostering creativity. However, excessive screen time can lead to reduced focus, diminished social interactions, and overreliance on virtual environments. Similarly, Meilasari (2022) identified the paradox of social media usage among adolescents, noting that while it enables self-expression and peer engagement, it often results in distractions that compromise academic performance.

Furthermore, studies by Saleh (2020) and Darwan (2024) emphasized the role of extracurricular activities in enhancing students' holistic development. These activities, designed to extend learning beyond the classroom, foster critical skills such as teamwork, discipline, and resilience. However, the integration of social media into extracurricular contexts has not been extensively examined. While some evidence suggests platforms like Instagram and WhatsApp support collaboration and information sharing, gaps remain in understanding their overall impact on students' performance and engagement.

Despite advancements in research, significant gaps persist in understanding the interplay between social media, family environments, and students' academic outcomes. Existing studies primarily focus on secondary and tertiary education, leaving younger students, particularly those in elementary schools, underrepresented. Additionally, research often isolates social media's educational potential from family dynamics and extracurricular activities. For instance, while Nurwati and Lestari (2021) emphasized parental involvement in shaping learning behaviors, they did not explore how social media mediates this relationship. Similarly, studies on extracurricular activities overlook the role of digital platforms in shaping students' participation and development.

This research seeks to bridge these gaps by examining how social media influences elementary school students' learning achievements through the lens of extracurricular activities and family environments. Unlike previous studies, it adopts a holistic approach, integrating multiple variables to provide a comprehensive understanding of factors affecting students' academic and personal growth. The focus on elementary school students in Tondong Tallasa Sub-district, Pangkep Regency, offers context-specific insights into an underrepresented demographic.

The primary objective of this study is to analyze the causal relationships between social media usage, family environment, academic performance, and extracurricular participation among elementary school students. Using a quantitative approach and path analysis, the research aims to identify significant predictors of academic success and behavioral development. The novelty lies in its multidimensional framework, combining theoretical and empirical perspectives to address contemporary educational challenges. The study is expected to yield actionable insights for educators, parents, and policymakers, helping them optimize social media as a tool for academic and personal development.

By addressing an underexplored area—the impact of social media on young learners in elementary education—this research contributes significantly to the field. It explores the interconnectedness of social media, family environments, and extracurricular activities, not only filling existing research gaps but also offering practical solutions for enhancing educational outcomes. As social media continues to permeate modern life, understanding its implications for education becomes increasingly essential. This study provides a robust foundation for future research, paving the way for innovative strategies that harness digital technologies to foster academic excellence and holistic development among students.

2. LITERATURE REVIEW

Social Media

Social media has become an integral part of modern life, widely utilized for interaction and marketing. According to Nabila et al. (2020), social media platforms operate on web-based technology, transforming one-way communication into interactive dialogues. Social media enables users to connect, express themselves, and share information effortlessly online. Ardiansah and Maharani (2021) describe it as a tool that facilitates two-way communication, allowing individuals to build personal profiles or promote businesses effectively. These platforms offer ease of use, allowing businesses to target specific audiences efficiently, while also supporting individuals in maintaining connections and sharing experiences.

Social media is a digital medium allowing users to create, interact, and share content. Selwyn (2023) highlights its transformative impact on education, fostering collaboration, creativity, and community. Kapoor et al. (2022) emphasize that social media is increasingly recognized as a valuable educational tool, especially in higher education.

While it supports collaborative learning and broadens access to information, its integration in educational settings remains underutilized in many contexts. Schools can harness social media for various purposes, such as disseminating class information through platforms like Twitter or Facebook, sharing educational materials via blogs, or fostering pride through community-focused pages. Popular platforms like Facebook, Twitter, Instagram, WhatsApp, and YouTube cater to diverse needs. Facebook facilitates connections through posts, groups, and events. Twitter provides real-time news and discussions using hashtags for trending topics. Instagram enables photo and video sharing with customizable tags. WhatsApp supports instant messaging, file sharing, and group communication, while YouTube hosts user-generated content, including educational videos.

Social media offers unique advantages for students, such as facilitating collective learning through online study groups and supporting distance learning through platforms like Skype and Periscope. It allows students to manage learning materials effectively using tools like Pinterest and encourages the exchange of tips, projects, and ideas among users. According to Nasrullah (2015), key characteristics of social media include networking, which involves infrastructure connecting devices for seamless communication, and information sharing, where users create and distribute content. Social media also facilitates archiving, enabling stored information to be accessed anytime, and interactivity, which promotes real-time exchanges among users. Furthermore, social simulation enables virtual societal interactions, while user-generated content empowers users to create and control content distribution.

According to Nasrullah (2015), indicators of social media include networking, which refers to the infrastructure connecting devices and facilitating seamless communication. Information sharing is another key aspect, where users create and distribute content effectively. Archiving ensures information can be stored and accessed anytime through various devices. Interactivity emphasizes real-time exchanges among users, fostering meaningful engagement. Social simulation enables virtual societal interactions, presenting unique patterns not commonly found in real-world communities. Finally, user-generated content empowers individuals to contribute actively to the media landscape, promoting creativity and participation. Social media continues to influence communication, education, and marketing, necessitating a deeper understanding of its potential and challenges. By leveraging its benefits, schools and students can enhance learning experiences and achieve greater engagement.

Learning Achievement

The term "achievement" originates from the Dutch word "prestasic," meaning the result of an effort. In the Indonesian Dictionary, learning achievement is defined as the outcome of assessment obtained from cognitive school activities, often determined through measurement and evaluation. These attributes indicate that attaining specific achievements requires concrete skills or results achieved within a certain period. In this research, learning achievement refers to the results students attain during the learning process. Learning itself is a mental or psychological activity involving active interaction between individuals and their environments, resulting in relatively permanent changes in cognitive, psychomotor, and affective aspects. These changes may either involve entirely new knowledge or an enhancement of previously acquired learning outcomes.

Learning achievement encompasses the ability to reach higher-order thinking skills. It is characterized by three main aspects: cognitive, affective, and psychomotor. Learning achievement represents the best possible results for a student in education, whether in academic tasks or specific scientific fields. It can also be seen as the optimal attainment based on a student's ability at a particular time in understanding, applying, and mastering the material learned. According to Hadari Nawawi, as cited in Sutiah (2020), achievement is the outcome of activities that have been carried out and created, either individually or collectively. Rosyid (2020) further explains that achievement is the result of learning efforts marked by changes evident in the personal development of students in pursuing their goals.

Extracurricular Activities

Based on Regulation of the Minister of National Education No. 11 of 2006 regarding Content Standards for Primary and Secondary Education Units, curriculum structures in each education unit include three components: subjects, local content, and self-development. The self-development component consists of counseling services and extracurricular activities. Extracurricular activities, as part of the curriculum, aim to assist the development of students in alignment with their needs, potentials, talents, and interests through specific activities organized by educators or trained personnel at schools.

Further elaboration of the regulation states that extracurricular activities are educational activities conducted outside of regular instructional hours and counseling services. These activities enrich students' knowledge and abilities in areas already studied within the curriculum. Suryosubroto (2019) defines extracurricular activities as those

conducted outside classroom hours, either within or outside the school premises, to enhance and broaden the students' knowledge and skills beyond what is provided in formal lessons. Extracurricular activities are supported by Decree No. 115/U/2001 on the academic calendar and effective school hours. This decree specifies in Article 9 that schools should organize sports and arts events, creative competitions, and other educational activities during the middle of semesters. These events aim to develop students' talents, personalities, achievements, and creativity as part of holistic education.

Extracurricular activities act as a medium for students to express their talents and interests, fostering social and academic growth. These activities encourage active participation, strong work ethics, and social engagement, which are key indicators of success. Noeng Muhajir (2020) emphasizes that these programs serve as essential platforms for students to achieve holistic development. Through structured and meaningful extracurricular engagements, students not only enhance their academic knowledge but also develop valuable life skills and confidence.

Hypothesis:

- It is suspected that iSocial Media has an effect on the Improvement of iStudents' iLearning Achievement in ISDN Class iVI Tondong iTallasa Subdistrict.
- It is suspected that iSocial Media has an effect on iStudents' Extracurricular Activities at ISDN Class iVI, Tondong iTallasa Sub-district

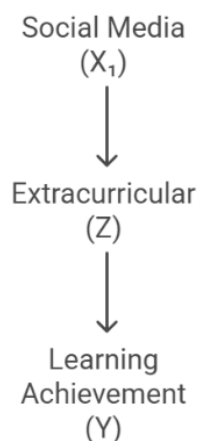


Figure 1. Conceptual Framework

3. METHODS

This study aims to analyze the influence of social media on improving student learning achievement through extracurricular activities. The research was conducted in three elementary schools in Tondong Tallasa Sub-district, Pangkep Regency, involving 64 grade 5 and 6 students as research subjects. Using a quantitative approach and descriptive method, this study measured the variables of social media, family environment, learning achievement, and extracurricular activities on a scale of 1-5. Data collection techniques included interviews, observations, and questionnaires, while data analysis used the path analysis method to evaluate the cause-and-effect relationship between the variables studied. The results of the study are expected to provide an overview of how social media, as a form of modern technology, can contribute to the development of student achievement in the context of school activities.

4. RESULTS

The Influence of Social Media on Students' Extracurricular Activities

This study aims to analyze the influence of Social Media on students' extracurricular activities. Social Media has become an integral part of students' lives, serving as a communication tool, a source of information, and a medium to support various activities. Extracurricular activities, which play a vital role in developing students' non-academic potential, are influenced by several factors, including the intensity of Social Media usage. Using partial regression analysis, this research seeks to determine the extent to which Social Media impacts students' involvement in extracurricular activities, specifically among sixth-grade elementary school students in Tondong Tallasa District.

Table 1. Partial t-Test of Social Media on Extracurricular Activities

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
B	Std. Error	Beta		
Social Media (X1)	0.901	0.172	0.491	5.809

The results of the analysis indicate that the variable Social Media (X1) significantly influences students' extracurricular activities (Y1). This is supported by a significance value (Sig.) of 0.000, which is less than the threshold of 0.05, confirming the hypothesis. Additionally, the t-value of 5.809 exceeds the critical t-table value of 1.669, further emphasizing the significant influence of Social Media. The regression coefficient of 0.901

demonstrates a positive relationship between Social Media (X1) and extracurricular activities (Y1). This implies that higher usage of Social Media correlates with increased student participation in extracurricular activities. Therefore, it can be concluded that Social Media plays a significant and positive role in enhancing students' involvement in extracurricular activities, particularly among sixth-grade elementary school students in Tondong Tallasa District.

The Influence of Social Media on Academic Achievement

This study investigates the relationship between Social Media (X1) and Academic Achievement (Y2) among sixth-grade elementary school students in Tondong Tallasa District. Social Media, widely utilized by students as a source of information and communication, is hypothesized to influence students' learning outcomes. Using partial regression analysis, this research examines the extent to which Social Media usage impacts students' academic performance.

Table 2. Partial t-Test of Social Media on Academic Achievement

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
B	Std. Error	Beta		
Social Media (X1)	0.011	0.080	0.017	2.140

The analysis reveals that Social Media (X1) has a significant influence on Academic Achievement (Y2). This is indicated by the significance value (Sig.) of 0.000, which is less than the threshold of 0.05, confirming the hypothesis. Additionally, the t-value of 2.140 is greater than the critical t-table value of 1.669, providing further evidence of a significant impact. The regression coefficient of 0.011 indicates a positive relationship, meaning that an increase in Social Media usage is associated with an improvement in students' academic performance. Furthermore, the positive Beta value (0.017) suggests that Social Media has a direct and directional relationship with Academic Achievement. This implies that Social Media can serve as a constructive tool when effectively utilized in learning contexts. It can be concluded that Social Media significantly and positively affects the academic achievements of sixth-grade elementary school students in Tondong Tallasa District. This study examines the impact of Extracurricular Activities (Y1) on Academic Achievement (Y2) among sixth-grade elementary school students in Tondong Tallasa District. Extracurricular activities play a crucial role in developing students' interpersonal skills and fostering their academic motivation. Using

partial regression analysis, this research explores how involvement in extracurricular activities contributes to students' academic performance.

Table 3. Partial t-Test of Extracurricular Activities on Academic Achievement

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
B	Std. Error	Beta		
Extracurricular (Y1)	0.472	0.097	0.338	4.867

The results of the analysis demonstrate that Extracurricular Activities (Y1) have a significant positive impact on Academic Achievement (Y2). The significance value (Sig.) is 0.000, which is less than the threshold of 0.05, confirming the acceptance of the hypothesis. Additionally, the t-value of 4.867 is greater than the critical t-table value of 1.669, further supporting the statistical significance of the relationship.

The regression coefficient of 0.472 indicates a positive relationship between Extracurricular Activities (Y1) and Academic Achievement (Y2). This suggests that greater participation in extracurricular activities corresponds to higher academic achievement. The positive Beta value (0.338) also confirms a directional relationship, meaning that as students become more engaged in extracurricular activities, their academic performance improves. It can be concluded that Extracurricular Activities (Y1) significantly and positively influence Academic Achievement (Y2) among sixth-grade elementary school students in Tondong Tallasa District. This highlights the importance of encouraging student participation in extracurricular programs to enhance academic outcomes.

Sobel calculation Social Media (X1) on Learning Achievement through Extracurricular Activities

From the regression results table, it shows that the regression coefficient value of social media X1 on (Z) is 0.901 with a standard error of 0.0172 and a significance value of 0.000 then for extracurricular (Z) gets a coefficient value of 0.472 with a standard error of 0.097 and a significance value of 0.000. So that Social Media (X1) has a significant direct effect on Extracurricular (Z) as well as Extracurricular (Z) has a significant direct effect on Learning Achievement If it is described, a model will be formed:

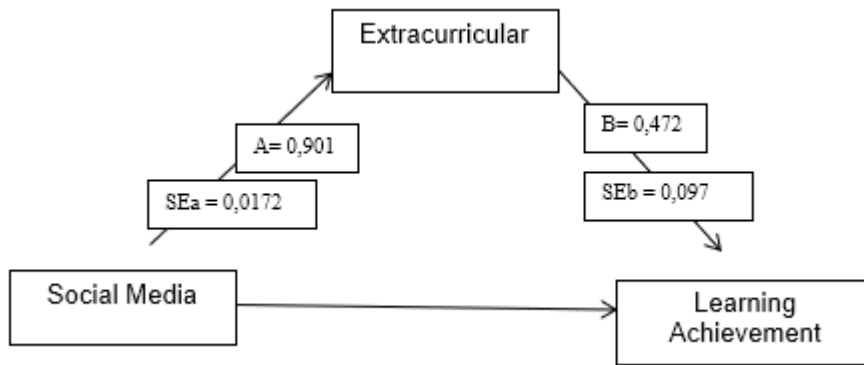


Figure 1. Social Media sobel test (2024)

Then to prove that extracurricular activities can mediate the influence of social media on student learning achievement in class iVI i Primary School iKecamatan iTondong iTallasa, the Sobel Test was conducted, where the results of the Sobel Test online can be presented in the following table: This Sobel Test Calculator for the Significance of Mediation uses the Sobel test to tell you whether the mediator variable significantly carries the influence of the independent variable to the dependent variable; that is, whether the indirect effect of the independent variable on the dependent variable through the mediator variable is significant. This calculator returns the Sobel test statistics, and one-sided and two-sided probability values.

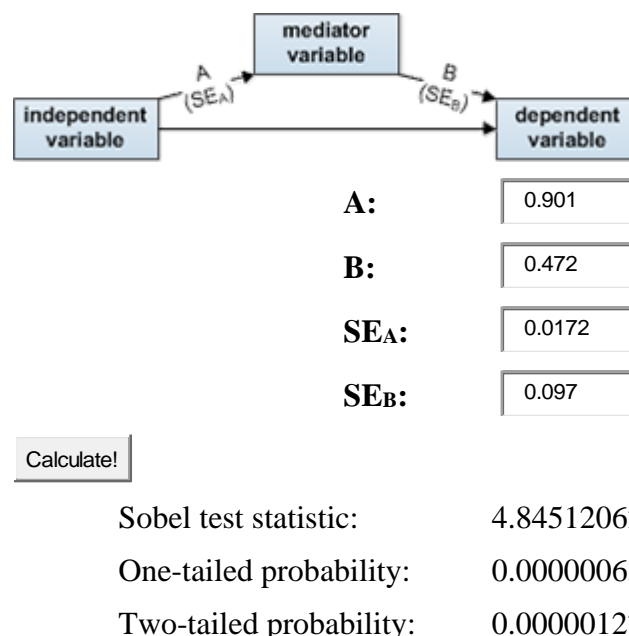


Figure 2. Sobel Test Results

Based on the results of the Sobel Test, which yielded a statistical value of 4.8451 (exceeding the critical value of 1.96 at a significance level of 0.05), it can be concluded that extracurricular activities effectively mediate the relationship between social media influence (X1) and learning achievement among sixth-grade students in primary schools in Tondong Tallasa District.

5. DISCUSSION

The Effect of Social Media (X1) on Learning Achievement (Y2) in Sixth-Grade Students in Tondong Tallasa Subdistrict

The influence of social media on learning achievement is evident through students' levels of participation, whether for educational purposes or simply as a leisure activity. However, the impact of social media use must be carefully considered, as it can result in either positive or negative outcomes. Social media is generally understood as an online medium that enables users to share, participate, and create various accounts such as blogs, forums, and social networks. These platforms rely on internet-based applications and are supported by advanced information technologies, forming a virtual space for interaction.

In the modern era, technological advancements have greatly impacted societies globally, including developing countries like Indonesia. Among these advancements, the rapid growth of social media has significantly influenced various aspects of life, particularly education. Social media holds immense potential for educational development in Indonesia, given the increasing number of users and the platform's interactive nature. For modern society, including students, the internet and social media have become essential tools, influencing learning achievement both positively and negatively. Factors influencing learning achievement include internal elements, such as educational and psychological aspects, and external factors, such as environmental influences.

Social media is now a primary communication tool, particularly among teenagers, and its development has fostered easier and quicker interactions. Popular platforms such as Facebook, Twitter, Instagram, and YouTube have gained widespread adoption, offering significant opportunities for communication and information sharing. However, excessive use of social media can have adverse effects, especially in education. One such impact is the decline in students' motivation and academic performance. Motivation plays a critical role in helping students achieve their learning goals. A decrease in motivation often disrupts the learning process, leading to poorer outcomes.

The pervasive use of social media has created challenges in education, such as reduced student interest in learning and lower academic achievement. These issues highlight the dual nature of social media's impact—while it offers educational opportunities, it also introduces distractions and challenges. With increasing accessibility through laptops and mobile phones, the influence of social media on education continues to grow. It is crucial to address these challenges by leveraging the positive aspects of social media while minimizing its negative effects, ensuring that students can benefit from its potential without compromising their academic success.

The Influence of Social Media (X1) on Extracurricular Activities (Y1) in Sixth-Grade Students at Elementary Schools in Tondong Tallasa Subdistrict

The analysis of data reveals that the social media variable has a t-value of 5.809, which is greater than the critical t-table value of 1.669. Additionally, the significance level is 0.000, which is less than 0.03, and the coefficient (β) for the social media variable is positive. Based on these results, the formulated hypothesis is supported, meaning that the alternative hypothesis (H_a) is accepted while the null hypothesis (H_0) is rejected. This indicates that, partially, social media has a significant impact on extracurricular activities. The positive regression coefficient implies that the increased use of social media positively contributes to enhancing extracurricular activities in elementary schools in Tondong Tallasa Subdistrict, Pangkep Regency. In other words, the more effectively social media is utilized by students, the higher the quality of extracurricular activities conducted in these schools.

The findings confirm the first hypothesis, which states that social media significantly influences extracurricular activities in elementary schools in Tondong Tallasa Subdistrict, Pangkep Regency. This result underscores that wise use of social media fosters creativity in organizing extracurricular activities in these schools. Technological and internet advancements have introduced various social media platforms, and students have become one of the most active user groups in the digital age. Students often utilize social media platforms for communication, sharing information, and leisure activities. Social media has become an inseparable part of modern life, providing engaging virtual spaces for its users, such as platforms for sharing photos, videos, status updates, and virtual interactions with both old and new friends. Moreover, social media fulfills the evolving communication needs of society, enabling real-life experiences to transition into the digital realm.

Beyond entertainment, social media can also serve as a learning tool. It can act as a source of knowledge by providing access to videos or written content available on various platforms. With the current technological advancements, students can easily find educational materials related to their topics of study through different social media platforms. Initially limited to social interactions, many platforms now offer content that aids in understanding specific learning materials. These resources can serve as valuable references for students in comprehending various topics taught by their teachers.

Social Media Influences Learning Achievement Through Extracurricular Activities in Sixth-Grade Students at Elementary Schools in Tondong Tallasa Subdistrict

Social media plays a significant role in supporting students' learning achievement, including through extracurricular activities. By leveraging social media, students can access valuable information to complete assignments, while extracurricular activities help them develop skills, talents, and values that enhance academic performance. Social media provides a platform for gathering information, while extracurricular activities foster social skills, communication, and self-confidence. These activities also allow students to explore talents and interests outside academics and instill values like hard work, discipline, and responsibility. Additionally, extracurricular programs broaden students' perspectives and experiences beyond traditional classroom learning.

Extracurricular activities are structured engagements outside school hours, conducted within or outside the school environment, aiming to enhance students' knowledge and skills across various domains and to nurture their individual talents and interests. Such activities often boost students' motivation towards school, which in turn supports better academic outcomes. This aligns with the insights shared by extracurricular mentors, who highlight that participation in these activities promotes learning engagement, discipline, skills development, and academic self-confidence. Students also learn to solve problems, take responsibility, and become more independent in their tasks (Muh Darwan, S.Pd, 2023).

Extracurricular activities serve as an external factor influencing education, requiring mentors to guide and direct students in developing their interests, talents, and potential. These activities are expected to bridge academic lessons with practical applications, enabling students to achieve educational goals more effectively. Consequently, extracurricular activities play a crucial role in helping students fulfill assignments and responsibilities assigned by teachers, significantly contributing to their

academic success. These activities also stimulate and enhance student creativity. Creativity refers to the ability to achieve exceptional outcomes, which for students often manifests in artistic fields. However, creativity can also be nurtured outside regular school hours through extracurricular programs. Many activities effectively encourage student creativity, such as scouting. Scouting activities challenge students to solve problems using critical and creative approaches, fostering innovative thinking while tackling academic and practical challenges. For example, scouts often engage in environmental problem-solving, such as transforming waste into useful items or games, enhancing both creativity and problem-solving skills.

6. CONCLUSION

This study shows that social media has a significant effect on student learning achievement through extracurricular activities. This finding is supported by quantitative data showing a positive relationship between the wise use of social media and the improved quality of student engagement in extracurricular activities. In the context of primary education, social media has become an important tool that not only allows students to access relevant information for academic tasks, but also supports the development of their creativity, social skills and self-confidence through various activities outside of class hours. Extracurricular activities, such as scouts, art or discussion clubs, become a medium where students not only channel their talents and interests but also acquire the values of hard work, discipline and responsibility, which collectively boost their learning achievements.

The significance of this research lies in its contribution to new understandings in education and technology. In the digital age, this research provides evidence that the integration of social media and well-designed extracurricular programs can enrich students' learning experiences. This research not only reveals how technology can be optimized to support learning, but also provides practical insights on how educational institutions can design more inclusive strategies to utilize social media as part of students' academic and non-academic development. The originality of this study lies in its holistic approach, which blends technological, social and educational dimensions to generate relevant insights for educators, policy makers and future researchers.

LIMITATION

Every study faces limitations, and this research is no exception. The scope was confined to sixth-grade students in Tondong Tallasa, limiting the generalizability of findings to other regions or age groups. Additionally, the quantitative approach used may not fully capture the nuanced experiences of students regarding social media and extracurricular activities. Future research should expand the sample size and explore diverse educational settings for broader insights. Incorporating qualitative methods could offer a deeper understanding of students' perspectives. Longitudinal studies are also recommended to evaluate the long-term impact of social media and extracurricular participation on academic achievement and personal development.

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