

The Effect of Social Media X Usage on the Academic Behavior of FISIP Students at Swadaya Gunung Jati University

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Abstract

In today's digital age, social media X has become an integral part of students' lives and has the potential to influence their academic behavior. This study aims to determine whether there is a significant influence between the use of social media X and the academic behavior of students at the Faculty of Social and Political Sciences, Swadaya Gunung Jati University, as well as to examine whether social media X can encourage academic achievement. This study uses an associative quantitative approach with a survey design through questionnaires, as well as stratified sampling techniques in sampling. Data analysis was performed using simple linear regression using SPSS software. The results of the study show a regression coefficient value of 0.379 ($p < 0.001$) and an R Square of 0.676. This means that 67.6% of the variation in student academic behavior can be explained by the use of social media X. In other words, this study shows a statistically significant influence between the use of social media X and the academic behavior of FISIP students at Swadaya Gunung Jati University.

Keywords: Social Media, X, Academic Behavior, Students, Gunung Jati Swadaya University

INTRODUCTION

In today's digital age, technological advances have brought about significant changes in people's lives, including changes in students' academic behavior. The increase in social media use is clear evidence that digital technology in Indonesia has developed rapidly. In today's modern era, social media has become an integral part of people's lives. Many people view and treat social media as if it were real life (Reeves & Nass, 1996).

According to data from the Data Reportal (2024) report, more than 4.7 billion people worldwide use social media, with X being one of the most widely used social media platforms. In Indonesia alone, there are 185.3 million internet users, with internet penetration reaching 66.5%. Social media users in Indonesia have reached 139 million users, equivalent to 49.9% of Indonesia's total population as of January 2024. The number of X users in Indonesia reached around 24.69 million active users in early 2024, equivalent to 8.9% of Indonesia's total population at that time.

The 18 to 34 age group is the largest group of X social media users. This indicates that students, as part of a generation that is digitally literate, are dependent on the X social media platform in many aspects of their lives, such as communication, entertainment, and learning, where social media plays a significant role.

Students at the Faculty of Social and Political Sciences, Gunung Jati University, are an active group in using social media X for academic purposes, such as searching for references, discussing social and political issues, searching for lecture materials, and sharing knowledge or materials

obtained in X posts. However, it is not uncommon to find students who are more focused on staring at their phone screens, engrossed in using social media during lectures, rather than paying attention to what the lecturer is saying. This raises a question about how the use of social media, particularly X, influences students' academic behavior—both positively and negatively—and whether students perceive social media as real human beings capable of interacting.

This is a dilemma, just like a coin that has two sides: there is a good side and a bad side, depending on how individuals respond to it. On the one hand, social media allows students to build a wider academic network, gain access to more varied learning resources, and increase creativity and innovation in the learning process. However, on the other hand, social media can also be a major source of distraction that has the potential to cause concentration problems, decreased productivity, a tendency to procrastinate or delay tasks, and a decline in students' academic quality.

Many studies have examined the impact of social media on academic behavior in general, but there is still very little quantitative research that specifically discusses the impact of social media X use on the academic behavior of students, particularly FISIP students at Swadaya Gunung Jati University. Therefore, this study aims to fill this gap in the literature by analyzing how the use of social media X affects the academic behavior of FISIP students at Swadaya Gunung Jati University.

In addition, this study aims to determine whether there is a significant influence between the use of social media X and the academic behavior of FISIP students at Swadaya Gunung Jati University, and to determine whether the use of social media X can improve the academic achievement of FISIP students at Swadaya Gunung Jati University or not.

The results of this study are expected to provide broader insights into how social media can be a supporting tool or an obstacle in the learning process, and to provide recommendations for relevant parties so that they can make optimal use of social media, especially X.

1. Social Media

According to Durkheim, as quoted in Mulawarman (2017), social media consists of two important components: “media” as a means of communication and “social” which refers to the role of individuals in society. In general, social media is an online platform that facilitates content creation, information dissemination, and interaction between users. Social media includes various internet-based applications that enable the creation and exchange of user-generated content.

2. X

X is a microblogging and real-time social media platform that allows users to share short messages and interact with each other through likes, retweets, and comments. X also allows users to use words or phrases with hashtags (#) in their tweets (Lomicka & Lord, 2012)..

3. Academic Behavior

Academic behavior is a set of actions and habits that reflect student involvement in academic activities, whether in the form of academic processes, interactions with lecturers and classmates, time management, or how to manage assignments and exams (Fuadah dkk., 2025)..

4. Media Equation Theory

The Media Equivalence Theory developed by Byron Reeves and Clifford Nass (1996) states that humans tend to treat media as if they were interacting with real people. In other words, individuals respond to interactions that occur in digital media in a manner similar to social interactions in the real world.

5. Social Cognitive Theory

Social Cognitive Theory is a theory developed by psychologist Albert Bandura. This theory is an evolution of behaviorism, which emphasizes the influence of the external environment in shaping behavior. The five main concepts in this theory are: 1) Reciprocal Determinism (personal factors, behavior, and environment), 2) Observational Learning (learning through observation), 3) Self Efficacy (individual beliefs), 4) Self Regulation (an individual's ability to regulate behavior, goals, and self-evaluation), 5) Agency (individuals play an active role in their lives in planning actions and making decisions) (Bandura, 2001)..

Among students, social media not only functions as a means of social interaction but also as a tool for accessing academic information. Based on the results of research conducted by Asmal and Taufik (2023), there is a positive and significant influence between social media use and student academic achievement. Social media can be a medium for educational purposes that can support student academic achievement (Marhaning et al., 2025). In addition, assistance from educators is also needed to develop personality in creating awareness and self-confidence (Nurfalah et al., 2020). It is also necessary to socialize the procedures for using social media as a preventive measure regarding values and ethics so that the good name of the alma mater is maintained (Siraj et al., 2021).

However, with the increasing dependence of students on social media platforms, there are concerns that this may cause various obstacles in maintaining focus and productivity in the academic world, such as decreased concentration in studying, delays in completing assignments, difficulties in interacting in an academic environment, and a decline in student academic performance, which leads to a decrease in their Grade Point Average. The high intensity of social media use also correlates with higher levels of academic stress among students (Sarita dkk., 2024).

RESEARCH METHOD

This study uses a quantitative research method by applying an associative quantitative approach that aims to examine the extent to which

the independent variable, namely the use of social media X, influences the dependent variable, namely student academic behavior. The design of this study uses a survey with data collection methods through questionnaire instruments. This study is cross-sectional, meaning that the data was collected at a specific time. This study has a population of 1,350 individuals, consisting of all students of the Faculty of Social and Political Sciences (FISIP) at Gunung Jati University from the 2021 to 2024 cohorts, both in the Communication Studies Program and the Public Administration Program.

Sampling in this study used the Probability Sampling method with a Stratified Sampling approach, which aims to ensure that individuals in the population have an equal chance of being selected as samples. The Stratified Sampling approach was used by grouping the population based on age, gender, study program, and year of enrollment. This grouping was done because there were differences in academic characteristics and patterns of social media use between study programs and batch years. The Cochran formula was used in this study to determine the sample, because the exact number of FISIP Swadaya Gunung Jati University students from the 2021 to 2024 batches who use social media X was unknown.

This study has two main variables. The independent variable is the use of social media X. Meanwhile, the dependent variable is student academic behavior. The entire data analysis process was carried out using SPSS software to calculate linear regression and perform other statistical tests, so that the results obtained were more accurate and in accordance with quantitative research principles.

RESULTS AND DISCUSSION

Descriptive Analysis

The presentation of descriptive analysis aims to describe the frequency distribution of respondents' responses. The research respondents were collected from students at Swadaya Gunung Jati University, Faculty of Social and Political Sciences (FISIP). In general, the age range of respondents was between 18 and 24 years old, which is in the adult age category. The average age of respondents was 21 years old.

This study chose FISIP students from Swadaya Gunung Jati University as respondents because we wanted to know whether FISIP students at Swadaya Gunung Jati University were very good and wise in using social media, especially social media X, in academic contexts, such as learning new things, broadening their knowledge, and improving their understanding.

The following analysis will discuss the influence of social media X usage, including activities, interactions, and content on social media X, on the academic behavior of FISIP students at Swadaya Gunung Jati University,

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which includes the processes of attention, imitation of model behavior, behavioral change, self-confidence, and the motivation process.

Based on the survey results, the sub-variable of activity on social media X has an average value of 3.71, indicating that FISIP students at Swadaya Gunung Jati University are intensive in their activities on social media X, such as viewing, searching, and finding content related to academics. Furthermore, the sub-variable of interaction on social media X has an average value of 3.44, indicating that FISIP students at Swadaya Gunung Jati University often interact by liking, commenting, and reposting academic content. Then, the sub-variable of content on social media X has an average value of 3.742, indicating that FISIP students at Gunung Jati Swadaya University more often view academic content that is relevant to their interests.

Based on the questionnaire results, the attention process sub-variable has an average value of 4.18. This assessment indicates that FISIP students at Swadaya Gunung Jati University have good attention in distinguishing good and bad behavior on social media X. This is also supported by the age group of respondents in this study, who are adults, so they can distinguish between the two.

Furthermore, the sub-variable of imitation of model behavior had an average value of 2.4, indicating that FISIP students at Swadaya Gunung Jati University did not follow the behavior of influencers in academic content on social media X. Then, the sub-variable of behavior change has an average value of 3.3, indicating that the academic behavior of FISIP students at Swadaya Gunung Jati University is influenced by social media X, including study habits, concentration, sleep patterns, and academic achievement. Then, the sub-variable of self-efficacy (self-confidence) has an average value of 2.97. This indicates that FISIP students at Gunung Jati Swadaya University have sufficient confidence in the content on social media X. In addition, the sub-variable of motivational process has an average value of 3.72, indicating that FISIP students at Gunung Jati Swadaya University are motivated to carry out academic activities, such as studying. Furthermore, FISIP students at Gunung Jati Swadaya University are also motivated to participate in social activities.

Validity Test

Validity testing is conducted to measure the accuracy of a questionnaire. An instrument is considered valid if each question is able to represent the aspect to be measured. Based on the validity test, the results show that the calculated r value for each question is greater than the table r value of 0.1606. Given that the calculated r exceeds the table r , it can be concluded that all items for the social media usage variable X and the student academic behavior variable have met the validity standards.

Reliability Test

An instrument is considered reliable if it can provide consistent results when used repeatedly on the same object (Sugiyono, 2018). The Cronbach's alpha measurement shows a value of 0.920 for the social media usage variable X, while the student academic behavior variable reaches a value of 0.852. Considering that both calculation results exceed the minimum limit of 0.60, it can be determined that all variables have met the reliability standard

Normality Test

A normality test was conducted to evaluate whether the residual distribution in the regression model followed a normal distribution pattern or not. Through the analysis, a significance value (2-tailed) of 0.2 was obtained, which is greater than 0.05. This indicates that the tested variable data had a normal distribution.

Linearity Test

Linearity testing was conducted to examine the existence of a linear relationship between the variable of social media use X and student academic behavior. The analysis calculations showed a deviation from linearity of 0.085, which is greater than 0.05. In addition, the calculated F value of 210.437 is greater than the table F value of 3.89. These findings indicate that the relationship between the two variables meets the established linearity criteria.

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Table 1. Model Summary

Model Summary^b								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Akaike Information Criterion	Amemiya Prediction Criterion	Mallows' Prediction Criterion	Schwarz Bayesian Criterion
1	.822a	.676	.672	3.83104	286.726	.337	2.000	292.053

a. Predictors: (Constant), Social media usage X

b. Dependent Variable: Academic Behavior

Source : Research Results, 2025

Based on Table 1, this model has high explanatory power with an R value of 0.822, meaning that there is a strong correlation between variables X and Y. This means that 67.6% of social media usage X explains most of the variation in student academic behavior ($R^2 = 0.676$). The remaining 32.4% may be influenced by other factors not examined in this study (e.g., learning motivation, learning environment, or personal factors).

Of the percentage of influence of variable X, the sub-variable of social media activity X, which includes total duration of social media use, comments, likes, and sharing posts, has a 31.9% influence on academic

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achievement. Meanwhile, the sub-variable of interaction on social media X has an influence of 29.7%, and the sub-variable of social media content X, which includes interest and relevance, has an influence of 13.3%.

The environmental factors that influence students' academic behavior are teacher or lecturer support, parental involvement, adequate educational facilities, and adaptive school policies that can help overcome learning difficulties and improve academic achievement. The campus environment plays a role in shaping students' social behavior through role modeling, habit formation, advice, and control mechanisms (Nurfirdaus & Sutisna, 2021).

Table 1. Anova Test Results

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3178.372	1	3178.372	216.557	<.001 ^b
	Residual	1526.392	104	14.677		
	Total	4704.764	105			

a. Dependent Variable: Academic Behavior

b. Predictors: (Constant), Social media usage X

Source : Research Results, 2025

From Table 2, the ANOVA test results show that the regression model is statistically significant ($p < 0.05$). This means that, overall, the use of social media X has a significant effect on students' academic behavior.

Table 2. Simple Linear Regression Test Results

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	12.727	1.887		6.744	<.001
Social media usage X	.379	.026	.822	14.716	<.001

a. Dependent Variable: Academic Behavior

Source : Research Results, 2025

The table calculations produced the following regression formula: $Y = 12.727 + 0.379X + e$. Table 3 shows that every 1-point increase in social media use X (on a scale of 1–5) will increase academic behavior scores by 0.379 points. Since the Sig. value is < 0.001 and Beta = 0.822, it can be concluded that the effect is highly significant and statistically very strong.

The t-value in the partial t-test in Table 3 is 14.716, indicating that the effect of social media usage X on academic behavior is not coincidental and is statistically significant. In other words, social media usage X independently contributes significantly to shaping students' academic behavior.

CONCLUSION

Based on the results of simple linear regression analysis, this study concludes that the use of social media X has a positive and significant effect on the academic behavior of FISIP students at Gunung Jati Swadaya University. The regression coefficient value of 0.379 ($p < 0.001$) indicates that every increase in the use of social media X contributes to an increase in academic behavior. The R Square value of 0.676 indicates that 67.6% of the variation in academic behavior can be explained by the use of social media X, while the rest is influenced by other factors such as motivation, environment, mental and physical health. The results of the F test (216.557; $p < 0.001$) and t test (14.716) reinforce the statistical significance of the model. These findings support the research hypothesis (H_1) that there is a significant influence between the use of social media X and students' academic behavior. In addition to providing empirical contributions to the limited literature in the local context, these results also reflect the media equation theory, in which students begin to treat social media as a social entity that supports the learning process, discussion, and expression of opinions.

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