THE EFFECT OF SOCIAL MEDIA ADDICTION AND TIME MANAGEMENT ON THE LEARNING ACHIEVEMENT OF ECONOMICS EDUCATION STUDENTS
(Survey on Students of the Department of Economic Education, Siliwangi University Class of 2019)

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Abstract

Excessive usage of social media can lead to distractions and reduced focus, especially when it interferes with dedicated study time. Constant notifications, scrolling through feeds, and engaging in online conversations can hinder effective studying and educational activities. This study aims to investigate the impact of social media addiction and time management on learning achievement. The research utilizes a quantitative survey method with an explanatory survey research design. The sampling technique employed is a saturated sample, encompassing the entire population as the research sample. Data collection is done through a questionnaire, and the data is analyzed using multiple linear regression analysis, including both partial and simultaneous tests. The results of the partial test indicate that social media addiction does not have a significant effect on learning achievement, with a significance value of 0.329, whereas time management has a significant effect on learning achievement, with a significance value of 0.000. The simultaneous test results demonstrate that both social media addiction and time management significantly influence learning achievement, with a significance value of 0.000. Consequently, this study concludes that social media addiction and time management significantly impact learning achievement, with a coefficient of determination of 64%.

Keywords: Learning Achievement, Social Media Addiction, Time Management

1. INTRODUCTION

Education is an effort to improve the quality of human resources through learning activities. Education has a goal stated in Law No. 20 of 2003 concerning the national education system, which "aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens". In education there is a process called learning. The learning process will last throughout the life of the learners, be it children, adolescents or adults and the learning process takes place anywhere at the school, university or work unit level.

Learning is important because it will provide new knowledge in each individual. Students are said to have learned can be marked by changes in knowledge, skills, habits, attitudes and behavior due to the learning process from the surrounding environment that previously did not know to know. Each student in addition to having different abilities in understanding the material, other conditions from each individual in controlling and

regulating themselves also make a difference in understanding the material. This results in different learning achievements obtained by students.

Learning achievement is the result obtained by students measured using relevant instruments after carrying out the learning process for a certain period. Whether or not students succeed in understanding a material maximally during the learning process can be seen from their learning achievement.

Based on the pre-research data obtained, it shows that the average learning achievement of economics education students class of 2019 in semesters 1-7 experiences fluctuating movements which can be seen in Picture 1.1.
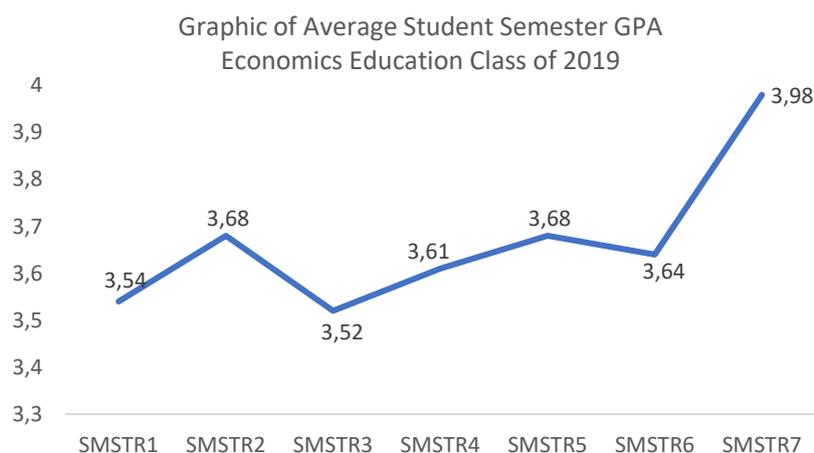
Figure 1. Graphic of Average Student Semester IP
Source: Pre-research Data

From the graphical image of the semester IP value obtained by the 2019 class of economic education students, it shows that on average there is a fluctuating movement in their grade point average from semester 1 to semester 7. The learning achievement obtained by each student is not always stable, sometimes experiencing an increase and decrease (fluctuating). Based on Figure 1.1, it can be seen that in semester 2 towards semester 3 there was a decrease in achievement. The average student IP value is 3.68 in semester 2, but in semester 3 there is a decrease in student IP values to an average of 3.52. The value is even almost as small as the average IP value in semester 1, which is 3.54. The decline in achievement can be caused by various factors both internal and external. In addition, in the middle of semester 2 with the pandemic which caused the learning process to be online. So that the need for adaptation by both students and lecturers to the new learning system. The online learning makes everyone always in touch with cell phones and social media because all communication and information is done online. In addition, the time has become flexible because they can do different activities at the same time.

The results obtained by the author that cause not optimal learning achievement are factors that come from each individual including addiction to social media and time management, factors that come from the individual are internal factors. As revealed by Riyani (2012: 24) "student learning achievement is influenced by the learning process, attitudes, behavior, and ethics possessed by students". Attitude, behavior, and ethics are internal factors that come from each student that can affect learning achievement.

Addiction to social media and time management is something that comes from each individual, where internal factors are factors that come from each individual.

It is impossible for today if there are students who do not have social media. In fact, almost all people in the world have social media to use in obtaining information or communicating with people who are far away, as well as its usefulness for students. Social media must of course be used as wisely as possible so as not to become a dependency and not interfere with student activities which are their priority, namely learning. From this, the existence of social media is very influential in the learning process for students whose final results are seen from the achievement scores they get.

Table 1. Recapitulation of Respondents' Answers to Social Media

No.	Statement	Answer Percentage (%)	
		Yes	No
1.	Accessing social media more than 3 hours/day	85,3	14,7
2.	Accessing social media after waking up	68,6	31,4
3.	The importance of social media	91,2	8,8
4.	Prioritizing social media over tasks	32,4	67,6

Source: Pre-Research Data

Based on the pre-research data above, 85.3% of students access social media every day for more than 3 hours, even 68.6% of students after waking up the main focus is to open social media. As many as 91.2% of students consider social media very important, but 67.6% of students do not make social media a top priority for them because what they prioritize is doing assignments.

Table 2. Number of Social Media Users in Students

No.	Social Media	Total Users
1.	WhatsApp	101
2.	TikTok	80
3.	YouTube	92
4.	Instagram	101
5.	Facebook	59
6.	Twitter	60
7.	Telegram	79
8.	Facebook Messenger	21
9.	Line	20
10.	Snapchat	10

Source: Pre-Research Data

Based on the pre-research data above, WhatsApp is a social media that is widely used by students in lectures to communicate and share information. In addition, Instagram is also the second most social media owned by students besides *Whatsapp*.

Nowadays, humans are facilitated by social media so that it can cause addiction. From this, it can also have an impact on the way humans manage their activity time. Organizing activity schedules or what can be called time management is one of the other

factors besides social media addiction. Time management is a way that everyone manages time or prioritizes which activities must be done in order to be completed as much as possible. Everyone has different activities so that everyone's way of managing time and prioritizing activities will also be different.

Table 3. Recapitulation of Respondents' Answers to Time

No.	Statement	Answer Percentage (%)	
		Yes	Yes
1.	Time is a precious thing	99	1
2.	Prioritize important work	96,1	3,9
3.	Organize activities in writing	37,7	62,7
4.	Tasks are done on deadline	76,5	23,5
5.	Overwhelmed with activities	66,7	33,3
6.	Wasting time	70,6	29,4

Source: Pre-Research Data

Based on the pre-study data above, 99% of students consider time important and 96.1% of students always prioritize the work that they think is most important. However, as many as 62.7% of students do not schedule their various activities in writing. The phenomenon of managing time can be seen in students who are active in organizations. Then at home they are also active by doing homework and doing course assignments. However, the many activities have an impact on health due to fatigue from various activities. As many as 76.5% of students often do assignments on deadline and 66.7% feel overwhelmed by the various activities that they participate in. From here it can also have an impact on the level of focus in understanding lecture material. In addition, 70.6% of students often waste time which can cause deadline assignments.

2. THEORETICAL BASIS
2.1. Learning Achievement
According to Rosyid, et al (2019: 9) "learning achievement is an achievement of the learning process that has been carried out accompanied by changes in behavior that are permanent and expressed in the form of numbers or other provisions as a measure of the level of individual success". Murti (2019: 56) "learning achievement is a benchmark in determining the success of a person in understanding the material that has been studied during a certain period". Syafi'i, et al (2018: 118) "learning achievement is an activity that a person has done from a result that has been achieved as a change in behavior through experience to be able to interact with the environment which involves cognitive, affective and psychomotor domains which are stated in the report card".

So based on the opinions of previous research above, learning achievement is the result achieved by individuals after following the learning process in a particular field. Learning achievement can be known by conducting an assessment or measurement through evaluation activities. Evaluation here can be in the form of tests, namely exams that have been held in accordance with the desired standards.

As for Gagne (1985) in Warsita (2008: 67) makes five categories of a person's learning ability that can be used as indicators in learning achievement, namely intellectual skills, verbal information, cognitive strategies, motor skills, and attitudes.

2.2. Social Media Addiction

According to Young (1996) in Wahyuni (2021: 17) "addiction to social media is included in Internet Addiction Disorder (IAD) where apart from social media, online game addiction is also included in IAD". The same thing was also said by Al-Menayes (2015: 2) "internet addiction is almost indistinguishable from social media addiction, because the two things have in common, namely using mobile devices". As for Fauziawati (2015) in Aprilia, et al (2020: 43) "individuals will spend a long time just to access social media for the sake of self-satisfaction because they are dependent on it".

So based on the explanation above, social media addiction is a condition that occurs in individuals as a result of their inability to control themselves to use social media reasonably. The impact of this will interfere with individuals both in terms of social, psychological, and even the goals to be achieved.

2.3. Time Management

According to Harlina, et al (2014: 2) "time management is a way of allocating limited time and resources to achieve predetermined goals because time is fixed and cannot be replaced, therefore time allocation must be precise". Sandra and M. As'ad (2013: 219) "time management is the ability to manage time with various activities that are owned, but time management is more likely to be how to make the best use of time". Meanwhile, Hasan and Karomah (2021: 97) "time management is the planning of existing time so that it is utilized as much as possible in every activity so that time will not be wasted".

So, based on the theories above, it can be concluded that time management is an art or science in regulating, planning, managing, directing, or organizing certain activities with limited time in order to carry out the goals to be achieved effectively and efficiently. As for the results of research by Macan, et al (1990) in Kartadinata and Sia (2008: 111) time management consists of several indicators, namely setting goals and priorities, planning and scheduling time mechanisms, preference for organization, and perception of control over time.

3. RESEARCH METHOD

The method used in this research is a quantitative approach method using an explanatory survey research design. According to Sugiyono (2013: 8) "quantitative research methods are scientific research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments and processed statistically, with the aim of testing predetermined hypotheses". In this study, there are two types of variables, namely social media addiction and time management as independent variables, while learning achievement is the dependent variable. The population in this study were all students majoring in Economics Education at Siliwangi University class of 2019, totaling 104 students. For sampling techniques using Non-probability Sampling with Saturated Sample technique, the reason

this sampling technique is used is because all populations are not classified as anything and are considered equal or homogeneous. That way the sample in this study were all students majoring in Economics Education at Siliwangi University class of 2019. The data collection technique was carried out using a questionnaire (questionnaire) distributed to the population online with the help of Google Form. The questionnaire contains research instruments derived from each indicator of each variable that will be used as a research measurement tool. Data analysis techniques by calculating the interval level value of each variable to see the category of the research subject, then conducting prerequisite analysis tests, multiple regression tests, hypothesis tests, and coefficient of determination tests. The relationship between the independent variable and the dependent variable can be described in the following constellation diagram:
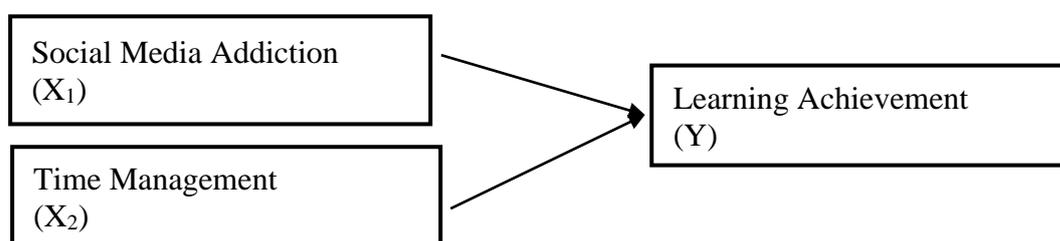
Figure 2. Relationship between independent and dependent variables
Source: made by author (2023)

4. RESULTS AND DISCUSSION

This chapter presents the results of the research on the research variables. Learning achievement variables are categorized into based on the value of the interval level categorized into 4 as follows:

Table 4. Grading Classification for Each Learning Achievement Indicator

Value	Grading Classification
3.328 – 5.824	Very Low
5.825 – 8.321	Low
8.322 – 10.818	High
10.819 – 13.315	Very High

Source: Results of Research Data Processing, 2023

Based on table 4, it can be seen that the 2019 Siliwangi University Economic Education students have high learning achievement. These results are obtained based on indicators of intellectual skills, verbal information, cognitive strategies, motor skills, and attitudes. This shows the difference between the results of previous pre-research which showed that there was a decrease in student learning achievement in one semester. It is possible that when conducting pre-research, they did not ask more specific things related to learning achievement and simple measurements because they only asked about the grades. However, the results showed that their learning achievement was high, which was supported by the highest statement item on the attitude indicator. This means that a simple

initial action to improve learning achievement is to show a good attitude towards lecturers and friends such as respecting each other's opinions because it will automatically increase knowledge because they have exchanged ideas.

Furthermore, the social media addiction variable is categorized into 4 categories based on the interval level value, which is as follows:

Table 5. Grading Classification for Each Social Media Addiction Indicator]

Value	Grading Classification
3.640 – 6.370	Very Low
6.371 – 9.101	Low
9.102 – 11.832	High
11.833 – 14.563	Very High

Source: Results of Research Data Processing, 2023

Based on table 5, it can be seen that the 2019 Siliwangi University Economics Education students have high social media addiction. These results are obtained based on indicators of not being able to control the use of social media, spending more time on social media than planned, spending time and money on social media, feeling anxious or anxious or depressed when reducing the intensity of social media use, making social media an escape from problems, and lying about social media use. The results show the highest statement item on the indicator of not being able to control the use of social media. This shows that everyone, one of them is a student, cannot be separated from social media.

For the last variable, time management, it is categorized into 4 categories based on the value of the interval level, which is as follows:

Table 6. Grading Classification for Each Time Management Indicator

Value	Grading Classification
2.808 – 4.914	Very Low
4.915 – 7.021	Low
7.022 – 9.128	High
9.129 – 11.235	Very High

Source: Results of Research Data Processing, 2023

Based on table 6, it can be seen that the 2019 Siliwangi University Economic Education students have high time management. These results are obtained based on indicators of setting goals and priorities, time planning and scheduling mechanisms, preference for organization, and perceived control over time. This shows a difference between the results of the previous pre-research which showed that the 2019 class of economic education students felt they often wasted time because they did not schedule their activities regularly. It is possible that when conducting pre-research the statements submitted were still general statements and only focused on a few indicators, besides that the measurement tools used were also not specific. However, the results showed that their time management was high, which was supported by the highest statement item on the indicator of preference for organization. This means that students are still aware of doing coursework according to the time limit given. They will not submit assignments past the given limit because it will have an impact on the grades obtained.

4.1. Result of Data Analysis
4.1.1. Prerequisite Test Analysis
1. Normality Test

Table 7. Result of Normality Test of X_1, X_2 on Y

Variable	Kolmogorov-Smirnov	Asymp.Sig.(2-tailed)	Conclusion
Unstandardized Residual	0,073	0,200	Normal

Source: Results of Data Processing SPSS Statistic 23, 2023

Based on the results of the normality test calculation above, the Asymp.Sig (2-tailed) value is 0.200. Because the significance value is more than 0.05, the residual value is normally distributed and fulfills the assumption of normality.

2. Linearity Test

Table 8. Result of Linearity Test

No.	Variable		Sig.	Conclusion
	Independent	Dependent		
1	Social Media Addiction	Learning Achievement	0,101	Linear
2	Time Management	Learning Achievement	0,907	Linear

Source: Results of Data Processing SPSS Statistic 23, 2023

From the calculation of the linearity test, the three variables are interconnected because the significance value is more than 0.05. So it can be concluded that these variables have a linear relationship.

3. Heteroscedasticity Test

Table 9. Heteroscedasticity Test Results

No.	Independent Variable	Dependent Variable	Sig.	Kesimpulan
1	Social Media Addiction	Learning Achievement	0,733	No heteroscedasticity
2	Time Management	Learning Achievement	0,247	No heteroscedasticity

Source: Results of Data Processing SPSS Statistic 23, 2023

Based on the results of the heteroscedasticity test above, it is known that the significance value for all independent variables is greater than 0.05, it can be concluded that there is no heteroscedasticity in the regression model.

4. Multicollinearity Test

Table 10. Multicollinearity Test Results

No.	Variable	Collinearity Statistics		Conclusion
		Tolerance	VIF	
1	Social Media Addiction	0,998	1,002	No multicollinearity
2	Time Management	0,998	1,002	No multicollinearity

Source: Results of Data Processing SPSS Statistic 23, 2023

Based on the multicollinearity test results above, it is known that the Tolerance value of the two variables is more than 0.1, namely 0.998 and for the VIF value less than 10, namely 1.002. So it can be concluded that there is no multicollinearity between the independent variables in the regression model.

4.1.2. Multiple Linear Regression Analysis

Table 11. Multiple Linear Regression Analysis Results

No.	Variable	Coefficient of Regression	Error Standard	t	Sig.
1	Constanta	33,431	6,450	5,183	0,000
2	Social Media Addiction (X_1)	-0,044	0,045	-0,980	0,329
3	Time Management (X_2)	0,826	0,062	13,389	0,000

Source: Results of Data Processing SPSS Statistic 23, 2023

a. The regression constant value of 33.431 indicates that, in the context of social media addiction and time management with conditions X = 0, the learning achievement of economic education students is 33.431.

b. The coefficient value for social media addiction (X1) is -0.044, indicating a negative influence on learning achievement (Y). This means that if social media addiction among economic education students increases by 1 unit, assuming the variable X2 = 0, it can reduce the learning achievement of economic education students by -0.044.

c. The coefficient value for time management (X2) is 0.826, indicating a positive influence on learning achievement (Y). This means that if time management among economic education students increases by 1 unit, with the assumption that X1 = 0, it can increase the learning achievement of economic education students by 0.826.

4.1.3. Hypothesis Test

1. T Test (Partial)

Tabel 12. Result of T Test (Partial)

No.	Variable	$T_{statistic}$	T_{table}	Sig.
1	Social Media Addiction	-0,980	1,984	0,329
2	Time Management	13,389	1,984	0,000

Source: Results of Data Processing SPSS Statistic 23, 2023

- Hypothesis 1: There is no significant effect of Social Media Addiction on Learning Achievement because the Sig value. 0.329> 0.05 or by comparing the

T-statistic value with the T-table, where -0.980 < 1.984, which means Ho is accepted and Ha is rejected.

- Hypothesis 2: There is a significant effect of Time Management on Learning Achievement because the Sig value. 0.000 <0.05 or by comparing the value of T-statistic with T-table, where 13.389> 1.984 which means Ho is rejected and Ha is accepted.

2. F Test

Tabel 13 Result of F Test

Variable	$T_{statistic}$	T_{table}	Sig.
Social Media Addiction and Time Management on Learning Achievement	89,698	3,086	0,000

Source: Results of Data Processing SPSS Statistic 23, 2023

- Hypothesis 3: Based on the results of the f test above, it is known that the Fstatistic value is 89.698 with a significance of 0.000. Thus it can be concluded that Social Media Addiction and Time Management have a significant effect on Learning Achievement. This is because the Sig value. 0.000 <0.05 or by comparing the Fstatistic value with Ftable, where 89.698> 3.089 which means H0 is rejected and Ha is accepted.

3. Coefficient of Determination Test

Tabel 14. Result of Coefficient of Determination Test

Variable	R	R Square	Coefficient of Regression (Beta)	Coefficient of Correlation
X_1	0,800	0,640	-0,059	-0,021
X_2			0,800	0,798

Source: Results of Data Processing SPSS Statistic 23, 2023

Based on the data above, the test result of the coefficient of determination (R Square) is 0.640. The magnitude of this figure is equal to 64%. This shows that social media addiction (X_1) and time management (X_2) affect learning achievement (Y) in 2019 Siliwangi University Economics Education students by 64% while 36% is influenced by other variables that are not included in this research model.

Furthermore, the researcher calculated the Effective Contribution (SE) and Relative Contribution (SR) in this case aims to determine the percentage of influence of each independent variable on the dependent variable. The formula for finding effective contributions in this study is as follows:

$$\text{SE (X)\% = Betax x rxy x 100\%}$$

Based on the above calculations, of the total influence of the independent variables, which is 64%, the social media addiction variable (X_1) provides an effective contribution rate of 0.1239% and time management (X_2) provides the largest effective contribution rate of 63.84% to learning achievement.

4.2. Discussion

4.2.1. The Effect of Social Media Addiction on Learning Achievement

Based on the NJI calculation, students' social media addiction is in the high category. From these results, it was then examined and obtained one statement that could prove that social media addiction in these students was in a high category. The first thing in the indicator states that a person's inability to regulate the intensity of accessing social media every day will lead to dependence or addiction behavior on the social media they have. The results of students' answers with the highest percentage of answers obtained that they often access social media every day for a duration of more than 3 hours. The answer was also reinforced when conducting pre-research with the same answer, even when waking up most of them the first thing to do was access social media. In addition, based on another high percentage of answers, they also often feel carried away when accessing social media because they feel comfortable. So, when this happens, people around will be neglected because they are focused on social media.

However, another statement with the lowest percentage shows that most students do not feel depressed when they reduce the intensity of their social media use. Meanwhile, social media addiction is the behavior of someone who feels that they cannot be separated from their social media because they are dependent on it. When viewed from the previous answer which shows that students often access social media for a duration of more than 3 hours / day, then it should be when they reduce the intensity of social media use, there is a feeling of discomfort or depression because they are already dependent on social media. Because it cannot be denied that in an increasingly sophisticated era and the advancement of science and technology that continues to develop, of course, requires everyone to always be in touch with the name of social media on each of their gadgets to facilitate communication and obtain information. However, there is still an awareness from them that social media will not make them feel uncomfortable or depressed when they have to reduce the intensity of their use. This may be the reason why their learning achievement is not affected by their social media addiction. This result is also reinforced by Muliani's research (2022) that internet addiction has no effect on academic achievement because it is related to what content is opened while accessing the internet. If the content is positive, it will certainly be beneficial and if the content is negative, it will have a bad impact.

Based on the results of data analysis, it can be concluded that social media addiction does not significantly affect learning achievement. This can be seen from the effective contribution of social media addiction to learning achievement is very small so that it cannot be drawn generally into the population. The results of this study are in line with research conducted by Pekpazar, et al (2021), where the results of research conducted on 378 students from Turkey show that there is no significant effect of social media addiction, namely Instagram, on academic achievement.

4.2.2. The Effect of Time Management on Learning Achievement

Based on the NJI calculation, student time management is in the high category. From these results, it was then examined and obtained one statement that could prove that time management in these students was in a high category. The first thing in the indicator states that a person's preference for something that has been organized generally tends to always apply the order that applies at that time. This means that someone will follow the rules that have been applied in a place or community by mutual agreement, these rules

must be obeyed in order to create neat situations and conditions. The results of student answers obtained that they do their coursework according to the deadline given by the lecturer. When conducting pre-study, most students do assignments by deadline and they admit that they often waste the time they have. However, this does not mean that they forget something that is their main task, namely collecting assignments no later than the specified time, meaning that they still obey the existing rules according to one of the time management indicators. In addition, another statement with a high percentage answered by respondents is their goal to realize their parents' wishes to have children studying undergraduate and graduating cum laude. This causes their time management to be in the high category and can also affect their learning achievement.

Based on the results of data analysis, it can be concluded that time management has a significant effect on learning achievement and has a positive relationship. This means that the higher the time management will make the higher the learning achievement of students. The results of this study are in line with research conducted by Annisa, et al (2020), that time management has a positive and significant effect on academic achievement both partially and simultaneously.

4.2.3. The Effect of Social Media Addiction and Time Management on Learning Achievement

Social media addiction and time management will affect learning achievement. When someone has a low level of dependence on social media because they can regulate the intensity of its use, it will allow someone to focus on something more important than their priority order. One of them is learning activities, if students have the awareness that learning is their main focus at this time, they will be able to regulate the intensity of their social media use reasonably and the level of addiction in each of them will be low. The goal of achieving good learning achievement will be easy to achieve because they focus on their academic activities. The learning process that has been passed over a certain period of time will not be in vain because students have succeeded in achieving the desired goals in the world of lectures.

In addition, when someone has good time management, it will make the various activities undertaken run smoothly as desired. the goal of getting good achievements will also be achieved because they have time to study that has been planned. When becoming a student, of course, learning activities will not be the same as when being a student, learning material becomes more complex and learning time can be flexible depending on the conditions of the lecturer if there are obstacles in entering the class. Activities in the world of lectures such as UKM and Ormawa are also widely followed by students. These activities followed by students will require them to be able to manage the time they have between academic and non-academic activities. When busy with many work programs in UKM and Ormawa, learning activities must still be the top priority in order to achieve good academic performance. Therefore, students must be able to organize or divide the time they have, especially time in learning activities.

Based on the results of data analysis, it can be concluded that there is a significant influence of social media addiction and time management on student achievement. Then based on the regression summary results on the coefficient of determination, social media addiction and time management have an influence on learning achievement by 64% with time management variables dominating. This influence is obtained from the effective

contribution of each variable, while the rest is influenced by other variables that are not in this study. The results of this study are in accordance with Cognitive Learning Theory which is more concerned with the learning process. As expressed by Gagne (1985) in Warsita (2008: 65) "learning is a process for individuals characterized by changes in understanding derived from events in the environment". Learning achievement will increase when a person is able to organize all of his learning processes properly, starting with a person's self-control over the use of social media so that it does not cause addiction and is able to organize or schedule various activities both academic and non-academic so that the time he has can be utilized as well as possible.

5. CONCLUSSION

The main objective of this study was to investigate the relationship between social media addiction, time management, and learning achievement. After analyzing the research data, several key conclusions can be drawn. Firstly, it was found that social media addiction does not have a significant impact on learning achievement. The influence of social media addiction variables was comparatively smaller when compared to the effect of time management variables. Moreover, students demonstrated an awareness that reducing the intensity of their social media use does not lead to feelings of depression.

Secondly, the study revealed that time management plays a vital role in determining learning achievement. Effective time management emerged as a crucial factor affecting students' academic and non-academic activities, directly influencing their level of learning achievement.

Furthermore, the research demonstrated that both social media addiction and time management significantly contribute to learning achievement. Consequently, optimizing time management practices and controlling social media usage could potentially lead to improvements in student learning achievement.

In conclusion, this study offers valuable insights and empirical evidence that can serve as a reference for further research in the field of education. It highlights the importance of students being able to manage their time effectively and regulate their social media usage, particularly during study periods, in order to enhance their learning outcomes and achieve their academic goals.

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