

Examining the Relationship Between Social Media Usage, Self-Control, and GPA Among English Education Students at Sriwijaya University

Annisa Aprianti¹, Alhenri Wijaya²

¹ Sriwijaya University, Palembang, Indonesia

² Sriwijaya University, Palembang, Indonesia

Corresponding Email: 06011282025018@student.unsri.ac.id

To cite this article:

Aprianti, A., & Alhenri Wijaya. (2026). Examining the Relationship Between Social Media Usage, Self-Control, and GPA Among English Education Students at Sriwijaya University. *ENGLISH FRANCA : Academic Journal of English Language and Education*, 10(1 May), 59–72.
<https://doi.org/10.29240/ef.v10i1.May.14722>.

Abstract. This study examines social media usage, self-control, and GPA among the English students at Sriwijaya University. The population of this study was 65 English students who enrolled in year 2021 and a purposive sampling was used to select ten participants with moderate to high self-control level. The data were collected, which were then statistically analyzed using Spearman's rank correlation coefficient and interview was conducted via Zoom Cloud meeting. The result showed that there is no significant correlation between either social media usage or self-control and students' GPA, which indicates that high social media use is not necessarily associated with lower academic achievement and self-control might have an indirect role in academic success by influencing factors such as time management. Students with moderate to high levels of self-control experienced social media's negative effect and the enhancement of knowledge when used effectively. They also reported with confidence in maintaining social media use and prioritizing academic responsibilities by regulating strategies such as putting phones away, changing the environment, using phone features, TikTok screen time limit feature, and KiloNotes. The result contribute to discussions about how digital habits and learner characteristics may interact in more nuanced ways, suggesting the need for further research.

Keywords: *Social Media Usage; Self-Control; Academic Performance*

Introduction

The use of social media has become a significant part of the daily activities of people, especially university students. Platforms such as WhatsApp, Instagram, Facebook, and TikTok are among the most popular that students use, offering online spaces for students to communicate, share content, and consume information both academic and personal. Many students engage with social media to access educational content. Platforms such as YouTube, TikTok, and Instagram provide educational videos for students to study from, while WhatsApp and Facebook facilitate learning collaboration through discussion forums and learning groups or communities. Thus, social media is frequently accessed by students, especially English Education students, since they need to enhance language proficiency by actively participating in communicative activities such as engaging in study group discussions, as communicative language teaching demands greater knowledge and proficiency in the target language (Wright & Bolitho, 1997). Despite the educational benefits

Article info:

<http://journal.iaincurup.ac.id/index.php/english>

Received 03 September 2025; Received in revised form 21 November 2026; Accepted 28 March 2026, Available Online 18 May 2026
Published by Institut Agama Islam Negeri (IAIN) Curup on behalf of ENGLISH FRANCA: Academic Journal of English Language and Education. This is an open access article under the CC BY-SA license Copyright

of social media that potentially assist in learning, the influence of social media on academic achievements, particularly students' GPAs, remains a subject of discussion and concern.

In Indonesia, according to the report of We are Social (a global agency specializing in social media and influencer marketing) in 2024, the most used social media platform are WhatsApp (90,9% of the population), Instagram (85,3% of the population), Facebook (81,6% of the population), and TikTok (73,5% of the population) (Riyanto, 2024). Additionally, data from Asosiasi Penyelenggara Jasa Internet Indonesia (APJII) announced that Gen Z, born between 1997 and 2012, represents 34.40% of internet users, positioning them as the majority among internet surfers, followed by 30.62% of internet users who fall into the millennial generation, born between 1981 and 1996 (APJII, 2024). Based on the Indonesia Gen Z Report 2024, the majority of the 602 Indonesian Gen Z in the survey spend 1–6 hours on social media every day, with 13% of respondents accessing social media < 1 hour every day, 14% for 6–10 hours, and 5% > 10 hours (Research Institute, 2024). Currently, Generation Z dominates the student population in higher education with the largest number compared to other generations. This highlights the fact that most students often access social media, which might have an impact on their academic lives.

Constant connectivity has led users to constantly scroll through social media feeds, check WhatsApp groups, and continually binge-watch short videos on TikTok, Instagram reels, or Facebook posts. That hard-to-control behavior is often engaged by users. The data also supported that 58,9% of Indonesians' main reason for using social media applications is to fill spare time, and 57,1% to keep in touch with friends and family (Riyanto, 2024). Given that fact, it can potentially cause excessive social media use and addictive behaviors, as the American Society of Addiction Medicine noted that addiction has several types and is not limited to drugs but can also be behavioral (i.e., internet and gaming addiction). According to He et al. (2017) SNS addiction shares brain structure alterations that are caused by other addictions, which could prove dangerous and damaging. Additionally, Indonesian students' mental health would be at risk due to excessive social media use. Mild depression was more common in college students with higher social media addiction scores (Sujarwoto et al., 2023).

Understanding self-control definition, strategies, and approaches is important, as it serves as a contribution to determining the anticipated harmful outcomes caused by uncontrolled and problematic social media use, given that lower levels of self-control are linked with a greater tendency to uncontrolled use of social media (Zahrai et al., 2022). Zahrai et al. (2022) highlighted that unregulated and habitual social media monitoring can be avoided with strong self-control, while the habit of constantly checking social media is driven by low self-control. Putri et al. (2022) explain that college students with higher self-control spent less time on social networking sites, and also academic achievement was correlated with higher self-control, although the results were not representative.

It is understood that low self-control can cause a loss of focused concentration, which has negative effects on students' time management skills. Effective time management is crucial for students to allocate sufficient time for their studies while minimizing distractions from social media. Students who frequently switch between social media and academic work may struggle with focusing attention on academic tasks since they might fail to manage their time more efficiently due to social media distraction, resulting in lower grades and reduced academic performance (Karolina et al., 2023). In general, students frequently use smartphones to access social media, check messages, and explore SNS, particularly WhatsApp, leading to significant amounts of social media exposure. Addiction to SNS may result in a harmful effect on students' academic achievement and their time management.

In recent years, several research studies have been conducted discussing similar topics on the intricate connection between self-control, social media usage, and academic achievement. Researchers such as Putri et al. (2022), Troll et al. (2021), and Hameed et al. (2022) have examined this area. These findings offer significant insight for examining how students' smartphone usage and self-control skills relate to their academic performance.

This emphasizes the significance of understanding the risks related to social media reliance, especially among students. Previous studies have investigated a broad population of university students in Indonesia and other countries, but few have explored targeted groups such as English Education major students. Additionally, previous studies utilized a quantitative approach in order to discuss the statistical relationship. To address this gap, this study aims to provide deeper insight by integrating mixed-method analysis and focusing on English education major students. This approach not only studies the statistical association between social media use, self-control, and GPA but also provides students' perspectives and underlying behaviors in depth, offering a comprehensive understanding of the phenomenon. The following research questions were formulated to shape the direction of this study:

1. Do social media usage and self-control have a significant impact on the GPA of English education students at Sriwijaya University?
2. What are the specific ways in which social media usage and self-control influence the GPA of English education students at Sriwijaya University?

Theoretical Framework

Types of Social Media

In a 2010 Business Horizons paper, Kaplan and Haenlein (2010) identified six types of social media based on their study. They categorized social media based on their functions and user interaction patterns: collaborative projects, blogs, content communities, social networking sites, virtual game worlds, and virtual social worlds. This classification has similarities with the classification conducted by Sharma and Verma (2018), which categorizes social media based on its primary purpose. The difference is that Sharma and Verma (2018) include consumer opinion platforms and social bookmarking in their classification, while omitting the Virtual Gaming World and Virtual Social World categories. Here is the classification from Sharma and Verma (2018):

Table 1.
Social Media Classification by Sharma and Verma (2018)

Types of Social Media	Primary purpose	Examples
1. Social networking sites	Connecting with friends, family, and acquaintances.	Facebook, LinkedIn
2. Blogs	Create digital content with the intention of sharing it asynchronously with a conceptualized audience.	Blogger, WordPress, Technorati
3. Microblogs	To engage in daily discussion, sharing information or URLs, and reporting news.	Twitter, or now called X
4. Consumer opinion platforms	Share experiences, knowledge, advice, ratings, and reviews with other users on a common topic.	Zomato, Tripadvisor
5. Social bookmarking	Classify and highlight content for personal and public consumption.	Digg
6. Content sharing platforms	Share content such as videos, documents, audio, and photos.	Flickr, YouTube
7. Collaboration platforms (wikis)	Coordinate efforts toward a common goal or task.	Wikipedia

It is difficult to distinguish between social networking platforms and content-sharing platforms since social networking platforms are also used for content sharing. However, based on the above categorization, content sharing platforms can then be grouped into three main categories based on the type of media shared: video sharing platforms, such as Vimeo, TikTok, and YouTube; photo sharing platforms, such as Flickr, Instagram, and Pinterest; and audio sharing platforms, such as SoundCloud, Spotify, and Simfy.

Additionally, Sharma and Verma (2018) add categories like consumer opinion platforms and social bookmarking reflects changes in how people and groups utilize social media for opinion formation and content selection. This demonstrates how important it is to continue studying in order to comprehend how social media dynamics change in response to emerging technology innovations and trends in culture. Nevertheless, this classification approach has helped to provide social media types. Since there are several social media platforms, this study will concentrate on the most popular, such as WhatsApp, Instagram, Facebook, and TikTok.

The Concept of Self-Control

Self-control can be defined as an individual's ability to resist impulsive behavior, regulate emotions, and make decisions that are consistent with a person's goals. Suppressing someone's strong impulse might be quite difficult, and a good example is the preschool delay-of-gratification challenge, also popularly known as the "Stanford Marshmallow Test Experiment", which examined a child's capacity to postpone gratification. In the experiment, children aged 3.5 years to 5 years old were led into a room one at a time and seated. They were served with two snacks (a pretzel and a marshmallow) and asked to select their favorite. Children were given a simple choice: consume the snacks right away or wait approximately 15 minutes while the experimenter left the room. If they waited without eating those, the experimenter would treat them with their preferred treats when he returned (Mischel et al., 1972). This marshmallow test is significant since, later on, the follow-up study revealed that the capacity to delay gratification was connected with various positive life outcomes (Shoda et al., 1990). Specifically, the length of time preschoolers managed to wait was significantly and positively linked to their future SAT scores when no cognitive work (strategies to help them wait) was indicated, and the desired snacks remained visible throughout the test.

The ability to delay gratification might reflect part of "cognitive construction competencies" that may be an important part of "intelligent social behavior", which involves cognitive capacity, self-regulation, and coping capabilities. However, when children were given strategies to help them wait, delay times did not predict future skills as strongly. To summarize, in a study that extends Shoda et al. (1990) marshmallow study, Watts et al. (2018) discovered that, while early delay of gratification was positively correlated with academic achievement among children whose mother had not completed college, the strength of this relationship was influenced by additional factors and did not demonstrate a linear pattern across the delay-of-gratification distribution.

Moffitt et al. (2011) demonstrated that self-control is regarded as a comprehensive construct that connects concepts and measurements from a wide range of disciplines. These include aspects such as impulsivity, conscientiousness, self-regulation, delayed gratification, inattention, hyperactivity, executive function, willpower, and intertemporal choice. Furthermore, Baumeister et al. (2007) defined self-control as an individual's capacity to change one's responses, particularly to ensure they match up with standards such as ideas, beliefs, morals, and societal norms, and to support the achievement of long-term objectives. Deficiencies in self-control are often linked to impulsivity as Strayhorn Jr (2002) mentions, which are defined as a failure to think through the consequences of one's actions. This can result in behavior similar to that of acting recklessly. Making self-control problems a central component of many psychiatric disorders, such as impulse control disorders, addiction, substance abuse, and eating disorders, which leads to difficulty in decision making and

prioritizing immediate pleasure over long-term consequences (DeLisi et al., 2022; Strayhorn Jr, 2002).

In an academic context, self-control is particularly crucial since intelligent behavior, such as logical thinking, time management, calculation, and other controlled processes, is crucial to human success, and it is somewhat dependent on self-control. As described in the findings of Zhao et al. (2021), who revealed that individuals with lower levels of self-control tend to exhibit poorer time management skills, which make them more prone to procrastination. As a result, students with stronger self-control are less prone to procrastinate and less likely to complete their tasks on time. Moreover, effective time management, which is facilitated by self-control, allows students to prioritize tasks, set achievable goals, and stick to schedules, thereby increasing productivity and minimizing stress. In addition, self-control is essential for achieving long-term objectives because it allows people to maintain motivation and effort over time, withstand immediate temptations, and prioritize long-term rewards. Tangney et al. (2018) found evidence of a positive association between self-control and academic success. The findings reinforce the notion that self-control plays a significant role in academic achievement and imply that methods aiming at developing self-control might be successful in boosting academic performance. Thus, understanding self-control has the potential to improve students' mental health, academic performance, and ability to achieve long-term goals. In the sense that an effective self-control enables individuals to overcome difficulties, achieve goals, and lead more fulfilling lives.

Factors Affecting Academic Performance

Academic performance, which is represented by GPA, indicates students' achievements following the completion of an institution's course. It connects to the results of students' attempts to achieve particular learning objectives. Numerous internal and external factors may affect university students' academic achievement. Previous studies have shown mixed findings regarding the association between socioeconomic status and academic achievement. Richardson et al. (2012) reviewed at over 7,000 English-language articles from 1997 to 2010, identified 50 different factors that can relate to GPA. These factors included:

1. Demographic factors (such as age, gender, and socioeconomic status)
2. Cognitive factors (such as prior academic performance, as indicated by standardized test scores (SAT, ACT, and A-levels) or high school GPA)
3. Non-intellective factors, which don't directly relate to intelligence but can affect GPA (such as personality traits, motivational factors, Self-regulatory learning strategies, Students' approach to learning, and psychosocial contextual influences)

The result of this study shows that demographic factors were weakly linked to GPA, while cognitive factors showed a moderate link to GPA in university, and on the other hand, the strongest link to GPA was performance self-efficacy, followed by high school GPA, ACT, and grade goal. In addition, Richardson et al. (2012) stated that components of conscientiousness, procrastination, need for cognition, emotional intelligence, metacognition, and learning style (deep, surface, and strategic learning style) might individually influence GPA.

Rodríguez-Hernández et al. (2020), through a systematic review and meta-analysis, reported that socioeconomic status has a weak relationship with academic achievement in higher education, while prior academic indicators, such as SAT scores, demonstrated a strong association. Liu et al. (2020) reported a moderation analysis on the relationship between socioeconomic status (SES) and academic achievement among students in mainland China's basic education showed that the influence of SES on academic outcomes has declined over the past few decades.

Recent studies indicate that intellective factors, especially self-efficacy, can influence how they persist, tackle, and will through difficulties and challenges in coursework, which strongly correlate with academic performance. Rand et al. (2020) mentioned that the belief

of an individual's ability to reach one's goals better predicts academic achievement, which suggests that self-efficacy in an academic context often contributes to higher academic performance.

A study of 279 medical students at Shiraz University of Medical Science found that students who have confidence in their capability to accomplish tasks effectively experience greater enjoyment in learning and are likely to feel positive emotions such as hope and pride. These positive emotions encourage the use of deeper learning strategies and enhanced metacognitive processing, which improve their academic performance (Hayat et al., 2020). These studies correlate with the idea stated by Bandura (1977) that personal self-efficacy will determine whether a person will try to cope with a challenge, the duration for which it can be maintained despite challenges and unfavorable conditions. While prior academic achievements may influence academic performance, research on students' self-efficacy points to the importance of building students' confidence in their academic skills, which may have a greater effect on academic performance.

Material and Method

This study utilizes a mixed-method approach, which uses a survey, correlation design, and thematic analysis. Creswell (2015), building upon Creswell and Plano Clark (2011), explains that in mixed-method studies, the procedure is carried out by gathering, analyzing, and combining quantitative and qualitative methods within one study or several related studies to achieve a comprehensive understanding of the issue. Participants consisted of 65 students in the English Education Study Program in the 2021/2022 academic year at Sriwijaya University. One participant submitted more than one response and was therefore removed from the data analysis. The self-control variable was measured using the Brief Self-Control Scale (BSCS) questionnaire, adopted from Tangney et al. (2018), which captures individuals' impulse regulation, time management, and perseverance. Each indicator was assessed through several items rated on a 5-point Likert scale. Social media usage was measured using the Social Networking Time Use Scale (SONTUS) questionnaire by Olufadi (2016), which employed an 11-point Likert scale for self-reported duration of social media use during the past week. Students' responses were transformed into estimated usage duration, which was later converted to usage per day, and the results were categorized as low, medium, and high usage per day. Participants were asked to fill in 3 sections of the questionnaire, consisting of a demographic information section, 13 items of the Brief Self-Control Scale (BSCS) questionnaire, and Tangney et al. (2018), and 29 items of the Social Networking Time Use Scale (SONTUS) questionnaire by Olufadi (2016). The questionnaires were distributed via WhatsApp and in the form of a Google Form. GPA scores were collected through screenshot evidence uploaded by participants via Google Form. The descriptive analysis was employed to provide an overview of participants' distribution across different levels of social media usage. The responses from the participants were then examined statistically using SPSS version 25 to examine the association between all variables using the Spearman Correlation Coefficient. Meanwhile, 10 participants who had moderate to high on self-control were interviewed to gather qualitative insight. They were interviewed via Zoom Cloud Meeting, and the data underwent thematic analysis based on Braun and Clarke (2006) guidelines.

Results and Discussion

Result

Quantitative Results

Presented below is the descriptive analysis of self-control and GPA across different levels of social media usage. Respondents were categorized into three groups based on their social media usage per day. This categorization was first based on the 33rd (2.15 hours) and 66th (3.27 hours) percentiles in order to make the groups easier to understand;

the values were rounded to 2.5 and 4.5 hours. This created three categories: Low (2.49 hours or less), Medium (2.5 to 4.49 hours), and High (4.5 hours or more).

Table 2.
Descriptive Statistics of Self-Control and GPA by Social Media Use Category

Social Media Use Category	N	GPA(M ± SD)	Self-Control(M ± SD)
Low: ≤ 2.49 hours/day	27	3.82 ± 0.15	43.22 ± 5.43
Medium: 2.5–4.49 hours/day	24	3.88 ± 0.85	40.58 ± 7.06
High: ≥ 4.5 hours/day	14	3.85 ± 0.12	41.74 ± 6.76

As presented in Table 1, students with medium levels of social media use (2.5–4.49 hours per day) reported the highest GPA on average (M = 3.88), but a relatively low mean self-control score (M = 40.58). In contrast, students with the lowest social media use (≤ 2.49 hours per day) demonstrated the highest self-control on average (M = 43.22) but a slightly lower mean GPA (M = 3.82). Students with the highest social media use (≥ 4.5 hours per day) reported a GPA mean score of 3.85 and a self-control mean of 41.74. Interestingly, the results showed that students with medium usage of social media had the highest average GPA, while students with low usage had the highest average self-control scores. Additionally, students in the high usage group also maintained a relatively high average GPA.

Table 3.
Correlation Analysis of Social Media Usage and Self-Control on GPA

		BSCS	SONTUS	GPA	
Spearman's rho	BSCS	Correlation Coefficient	1.000	-.154	-.018
		Sig. (2-tailed)	.	.221	.888
		N	65	65	65
	SONTUS	Correlation Coefficient	-.154	1.000	.238
		Sig. (2-tailed)	.221	.	.056
		N	65	65	65
	GPA	Correlation Coefficient	-.018	.238	1.000
		Sig. (2-tailed)	.888	.056	.
		N	65	65	65

As shown in Table 2, the result of Spearman's rank Correlation Coefficient shows that r-obtained of Self-Control and Social Media Time = -0.154 and the p-value = 0.221. The p-value = 0.221 greater than 0.05, meaning the correlation is not statistically significant. The r-squared of Self-control and GPA = -0.018, and the p-value = 0.888. The p-value = 0.888 greater than 0.05, meaning the correlation is not statistically significant. The r-obtained of Social Media Time and GPA = 0.238, and the p-value = 0.056. The p-value = 0.056 is slightly greater than 0.05, meaning that the result is still not statistically significant.

Qualitative Result

Data from a conducted interview is presented in this section. The researcher picked ten participants based on their score on self-control and their GPA. This interview was conducted in order to get specific details about their experiences.

Positive and Negative Impact of Social Media on Academics

This theme captures the dual impact of social media on students' academics, including their performance and grades. Participants expressed that social media can be beneficial for their study by providing access to educational content, and can also be a distraction during study. One participant stated,

"I think social media sometimes disrupts my study time, but it also uses full. It also helped me to find information and discuss academic topics with my friends, and it can also be usable as a reference for my study, and get new additional information." (Participant 04)

Furthermore, notifications from social media appear to distract participants during their study since it is designed to draw attention from users immediately. One participant expressed,

"When I do my homework or when I study by myself, I will focus on the material, right? But if I hear or I see there are some notifications for my uh, from some social media, I will directly see what those in that notification are." (Participant 05)

Additionally, although social media can impact participants negatively, social media serves as a valuable educational resource and tool in their academic lives, proving that it enhances their learning and impacts their grades, according to participants. Furthermore, social media academic use has proven to enhance the knowledge and language skills of participants, specifically their speaking skills. The students' perceptions of the dual impact that social media has highlight the importance of self-control and effective time management to prevent social media excessive use and distractions.

Social Media Management Strategies

This theme explores strategies and techniques that students used to manage their interaction with social media in order not to interfere with their academic activities. Participants reported using features such as screen time limits, a study planner app (Kilonotes), turning off notifications, and putting their phones out of sight and studying in the library. One participant used the time limit feature on TikTok.

"For the TikTok setting, I can control after I scroll down for 40 minutes or 30 minutes, it will have a notification for an update that I have in a time, and I need to enter my code or password first to continue scrolling down. So, I think it really helps limit my scrolling time." (Participant 06)

Another participant used Kilonotes to create a detailed semester schedule, including study time, teaching time, and time for relaxation.

"I create for one semester, so that what time is then, I should study what time I should teach, for example, what time I should have the relaxation. So, I just followed a study routine, and I create, or I write on the study planner apps, for example, I use Kilonotes." (Participant 08)

Several participants noted turning notifications off as a way to stay focused. One participant expressed,

"However, I try to focus on my work, or on my academic activities by turning off the notification of social media, kak." (Participant 07)

In addition, two participants chose not to use their phones at all while studying, for example, by placing them far away or studying in the library to limit distractions.

“I go to the library on my campus. So, I use the facilities like a computer, so I cannot open my phone, so I can stay focused on my work.” (Participant 10)

These responses highlight different strategies, such as using tools, app features, applications, putting the phone away, and using physical environments such as a library to help them to stay on track with academic goals. Most of the participants demonstrated strong self-discipline by limiting their social media through time management, screen time features, and a study plan.

Belief in the Ability to Manage Social Media Use

This theme focuses on students' confidence in maintaining a balance between social media use and academic responsibilities. It explores how confidence can contribute to their management ability. Participants clearly stated being confident in managing social media use by knowing to put priority on academic tasks that were mentioned in the other section, having the ability to stick with goals, controlling oneself, and setting boundaries. One participant mentioned,

“Of course, because yes, I feel confident because I know how to set boundaries and manage my time effectively. I make sure that social media doesn't interfere with my academic tasks by prioritizing my studies. Sorry, I'm using social media only during breaks, for example.” (Participant 8)

This reflects participants' self-regulation and discipline, which enables them to control their social media usage with their beliefs rather than being controlled by social media. Participants expressing confidence in the ability to manage social media through controlling their behavior and understanding to prioritize academic responsibilities over entertainment, proving the importance of self-efficacy in self-control to resist distractions. Although this study does not specifically measure academic self-efficacy, the participants' responses expressed their confidence in their ability to manage social media usage during study time, and resisting notification distractions reflected a similar belief to those described in academic self-efficacy.

Discussion

This section will discuss and answer two research questions in this study, which are (1) to find out whether social media usage and self-control have a significant impact on the GPA of English education students at Sriwijaya University, and (2) to find out the specific ways in which social media usage and self-control influence the GPA of English education students at Sriwijaya University.

The results of the questionnaires and interviews that have already been conducted are explained in the following. The descriptive statistics of self-control and GPA by social media use category showed that students with medium usage of social media had the highest average GPA, while students with low usage had the highest average self-control scores. Additionally, students in the high usage group also maintained a relatively high average GPA. These findings prove that high use of social media does not automatically correlate with poor academic performance. This supports previous research on smartphone use by Troll et al. (2021), which indicates that the way students effectively manage their smartphones helps them perform better academically, rather than the time they spend using their smartphones.

Based on the correlation analysis, there is no significant association between self-control and social media time use or self-control and GPA. This finding contradicts Putri et

al. (2022), who reported a significant negative association between self-control and SONTUS. However, the association between social media time use and GPA is very close to being significant, but not strong enough to conclude a real correlation with confidence. Although the quantitative findings showed no significant correlation between variables, the qualitative data revealed that most participants mentioned the dual impact of social media usage on their study, while also revealing signs of self-control in handling its use, which helps them in managing their time better during academic activities. Additionally, regarding the impact of self-control and GPA, participants reported having the ability to manage their time and GPA.

The first result in relation to social media's dual impact on academic performance, that is, GPA, participants pointed out both the harmful and beneficial impacts of social media usage on their study and concentration. In addition, one participant specifically stated that social media use impacted their mood, which had a negative impact on their grades. In contrast, other participants shared that taking notes from social media content resulted in the ability to answer lecturer questions, which led to a good grade in linguistics. Furthermore, social media academic use has proven to enhance the knowledge and language skills of participants, specifically their speaking skills. This is supported by Namaziandost and Nasri (2019), who suggested that proper use of social media can enhance EFL students' speaking skills by providing a free space for learners to communicate and express their ideas. In addition, participants explained to feel connected with academic peers through social media. Most of them reported sharing information and academic material through social media. This aligns with Sivakumar et al. (2023), who found that in higher education, social media can be used effectively to share knowledge.

However, some participants also stated that they did not experience changes in their grades while using social media, but acknowledged its impact during study time. This implies that some participants might not directly link social media usage to their academic achievement in terms of their grades, but they do recognize its impact on their study habits and other behaviors that relate to academic success. Thus, the influence of social media on GPA might be indirect, which may not show up as a strong statistical correlation. While Al-Menayes (2015) stated that the extended use of social media is associated with reduced academic achievement, but this study did not identify a significant direct correlation. This study is consistent with Putri et al. (2022), who demonstrated that there was no association between SNSs and academic achievement, which was measured using GPA. Furthermore, Troll et al. (2021) reported findings suggesting that rather than how much students spent on smartphone that influence their academic performance, the way they effectively manage their smartphones helps those with stronger self-control to do better academically. Therefore, the influence of social media on GPA in this study might be influenced by other variables, such as study habits and the nature of their engagement, meaning how they use social media, rather than the amount of usage alone.

Second result in terms of self-control linked to social media usage, participants expressing confidence in the ability of managing social media through controlling their behavior and understanding to prioritize academic responsibilities over entertainment, proving the importance of self-efficacy in self-control to resist distractions. Although this study does not specifically measure academic self-efficacy, the participants' responses expressed their confidence in their ability to manage social media usage during study time, and resisting notification distractions reflected a similar belief to those described in academic self-efficacy. Some participants shared that they often feel tempted to open social media when they hear notifications during study.

However, most of them have a strong self-discipline and claimed that they were able to limit their usage of social media and put academics first by using strategies such as a timer, social media's screen time feature, and a study plan. Du et al. (2019) reported similar findings, indicating that WhatsApp notifications might be a strong predictor of self-control failure, as its nature is to draw users' attention. Turning off notifications as a strategy to

maintain healthy social media use was frequently mentioned among participants. These outcomes resonate with those of Troll et al. (2021), who found that students with high self-control develop good habits such as storing phones in a bag or turning off notifications. Furthermore, the results show that another strategy that participants used to limit their social media usage is not using the phone entirely, such as putting the phone out of sight and changing the environment. This result aligns with a study by Duckworth et al. (2016) that indicate students who put their phones away tend to succeed in reaching their academic goals. However, it is important to highlight that participants utilized diverse strategies to minimize social media usage for entertainment. These strategies reveal that students with moderate to high self-control purposely manage their behavior to stay focused. These findings prove that self-control not only helps participants to manage their time better but also protects them from the potential distracting effects of social media. This result is in line with Zahrai et al. (2022), who revealed that those with strong or high self-control can usually manage their usage well, but if they have a strong positive attitude toward social media and tend to use it impulsively, self-control becomes less effective.

The third result in relation between self-control and GPA, the association between self-control and GPA was not statistically significant, participants with moderate to high self-control reflected the ability to control their social media, indicating compatibility between their measured self-control and their behavioral self-regulation, which in result helped maintain their GPA. Participants stated that they were capable of controlling and balancing their time between using social media and studying, which supports their claim of maintaining their grades well. This evidence is consistent with Troll et al. (2021), who indicated that students with more self-control performed better academically when they were able to manage their smartphone use effectively. This suggests that self-control might have an indirect role in supporting academic success by influencing factors such as time management, study patterns, and focus. Therefore, the impact of self-control and GPA might be influenced by other factors such as motivation and consistency. A possible explanation for this is that students' GPAs are influenced by a combination of diverse factors, including learning environment and personal variables. Therefore, this proves the complex nature of GPA.

Conclusion

The findings of the study highlighted that frequent social media usage is not necessarily linked with poorer academic achievement, and self-control might have an indirect role in academic performance. The correlation analysis indicated that there was no statistically significant association between social media usage, self-control, and students' GPA. These findings suggest that neither variable, when considered independently, showed a direct correlation with academic performance in this study. Despite the lack of significant correlation, qualitative insight gathered from students highlighted perceived dual effects of social media on learning. On the positive side, students shared that social media platforms expanded access to educational content and contributed to knowledge enhancement when used wisely. Conversely, students also reported that social media could be a source of distractions, especially during study sessions, potentially affecting their concentration and productivity. Regarding self-control, many students expressed confidence in their ability to manage distractions, prioritize academic responsibilities, and maintain balance in their daily routines. They employed various personal strategies and digital tools to support this, including TikTok's screen time limit, productivity apps such as Kilonotes, and putting their phones out of sight and studying in the library. These strategies reflect an intentional effort to regulate social media use in a way that minimizes negative impacts and supports academic goals. Overall, although no significant statistical relationship was found between the studied variables and GPA, students' experiences suggest that self-awareness, time management, and conscious digital behavior play a meaningful role in navigating the obstacles and advantages of social media in academic life.

Acknowledgement

The researcher sincerely thanks all individuals and institutions who have contributed to this research.

References

- Al-Menayes, J. J. (2015). Social media use, engagement and addiction as predictors of academic performance. *International Journal of Psychological Studies*, 7(4), 86-94. <http://dx.doi.org/10.5539/ijps.v7n4p86>.
- APJII, Asosiasi Penyelenggara Jasa Internet Indonesia. (2024). APJII Jumlah Pengguna Internet Indonesia Tembus 221 Juta Orang. <https://apjii.or.id/berita/d/apjii-jumlah-pengguna-internet-indonesia-tembus-221-juta-orang>.
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, 84(2), 191-215. <https://doi.org/10.1037/0033-295X.84.2.191>.
- Baumeister, R. F., Vohs, K. D., & Tice, D. M. (2007). The strength model of self-control. *Current directions in psychological science*, 16(6), 351-355. <https://doi.org/10.1111/j.1467-8721.2007.00534.x>.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>.
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. pearson.
- DeLisi, M., Bouffard, J. A., & Miller, H. A. (2022). Another look at the self-control vs. psychopathy debate: a study assessing sexual aggression, aggression, and substance abuse. *American journal of criminal justice*, 47(1), 23-40. <https://doi.org/10.1007/s12103-020-09582-w>.
- Du, J., Kerkhof, P., & van Koningsbruggen, G. M. (2019). Predictors of social media self-control failure: Immediate gratifications, habitual checking, ubiquity, and notifications. *Cyberpsychology, Behavior, and Social Networking*, 22(7), 477-485. <https://doi.org/10.1089/cyber.2018.0730>.
- Duckworth, A. L., White, R. E., Matteucci, A. J., Shearer, A., & Gross, J. J. (2016). A stitch in time: Strategic self-control in high school and college students. *Journal of educational psychology*, 108(3), 329. <https://doi.org/10.1037/edu0000062>.
- Hameed, I., Haq, M. A., Khan, N., & Zainab, B. (2022). Social media usage and academic performance from a cognitive loading perspective. *On the Horizon*, 30(1), 12-27. <https://doi.org/10.1108/OTH-04-2021-0054>.
- Hayat, A. A., Shateri, K., Amini, M., & Shokrpour, N. (2020). Relationships between academic self-efficacy, learning-related emotions, and metacognitive learning strategies with academic performance in medical students: a structural equation model. *BMC medical education*, 20, 1-11. <https://doi.org/10.1186/s12909-020-01995-9>.
- He, Q., Turel, O., & Bechara, A. (2017). Brain anatomy alterations associated with Social Networking Site (SNS) addiction. *Scientific Reports*, 7(1), 45064. <https://doi.org/10.1038/srep45064>.
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business horizons*, 53(1), 59-68. <https://doi.org/10.1016/j.bushor.2009.09.003>.
- Karolina, A., Melawati, R., Warsah, I., Yanuarti, E., & Apriani, E. (2023). Lecturer's Teaching Strategy in Improving Higher-Order Thinking Ability of Islamic Education Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(4), 5360-5371. <https://doi.org/10.35445/alishlah.v15i4.1967>.

- Liu, J., Peng, P., & Luo, L. (2020). The relation between family socioeconomic status and academic achievement in China: A meta-analysis. *Educational Psychology Review*, 32, 49-76. <https://doi.org/10.1007/s10648-019-09494-0>.
- Mischel, W., Ebbesen, E. B., & Raskoff Zeiss, A. (1972). Cognitive and attentional mechanisms in delay of gratification. *Journal of personality and social psychology*, 21(2), 204. <https://doi.org/10.1037/h0032198>.
- Moffitt, T. E., Arseneault, L., Belsky, D., Dickson, N., Hancox, R. J., Harrington, H., Houts, R., Poulton, R., Roberts, B. W., & Ross, S. (2011). A gradient of childhood self-control predicts health, wealth, and public safety. *Proceedings of the national Academy of Sciences*, 108(7), 2693-2698. <https://doi.org/10.1073/pnas.1010076108>.
- Namaziandost, E., & Nasri, M. (2019). The impact of social media on EFL learners' speaking skill: a survey study involving EFL teachers and students. *Journal of Applied Linguistics and Language Research*, 6(3), 199-215.
- Olufadi, Y. (2016). Social networking time use scale (SONTUS): A new instrument for measuring the time spent on the social networking sites. *Telematics and Informatics*, 33(2), 452-471. <https://doi.org/10.1016/j.tele.2015.11.002>.
- Putri, F. I., Nila, S., & Widayati, K. A. (2022). Correlation between social networking time use and self-control of university students in Indonesia. *Kasetsart Journal of Social Sciences*, 43(4), 949-956-949-956. <https://doi.org/10.34044/j.kjss.2022.43.4.18>.
- Rand, K. L., Shanahan, M. L., Fischer, I. C., & Fortney, S. K. (2020). Hope and optimism as predictors of academic performance and subjective well-being in college students. *Learning and Individual Differences*, 81, 101906. <https://doi.org/10.1016/j.lindif.2020.101906>.
- Richardson, M., Abraham, C., & Bond, R. (2012). Psychological correlates of university students' academic performance: a systematic review and meta-analysis. *Psychological bulletin*, 138(2), 353. <https://doi.org/10.1037/a0026838>
- Riyanto, A. D. (2024). Hootsuite (We are Social): Data Digital Indonesia 2024. Retrieved from <https://andi.link/hootsuite-we-are-social-data-digital-indonesia-2024/> (accessed March 5, 2024).
- Research Institute, I.D.N. (2024). Indonesia Gen-Z Report 2024. <https://cdn.idntimes.com/content-documents/indonesia-gen-z-report-2024.pdf>.
- Rodríguez-Hernández, C. F., Cascallar, E., & Kyndt, E. (2020). Socio-economic status and academic performance in higher education: A systematic review. *Educational Research Review*, 29, 100305. <https://doi.org/10.1016/j.edurev.2019.100305>.
- Sharma, S., & Verma, H. V. (2018). Social media marketing: Evolution and change. *Social media marketing: Emerging concepts and applications*, 19-36. https://doi.org/10.1007/978-981-10-5323-8_2.
- Shoda, Y., Mischel, W., & Peake, P. K. (1990). Predicting adolescent cognitive and self-regulatory competencies from preschool delay of gratification: Identifying diagnostic conditions. *Developmental psychology*, 26(6), 978. <https://doi.org/10.1037/0012-1649.26.6.978>.
- Sivakumar, A., Jayasingh, S., & Shaik, S. (2023). Social media influence on students' knowledge sharing and learning: An empirical study. *Education Sciences*, 13(7), 745. <https://doi.org/10.3390/educsci13070745>.
- Strayhorn Jr, J. M. (2002). Self-control: Theory and research. *Journal of the American Academy of Child & Adolescent Psychiatry*, 41(1), 7-16. <https://doi.org/10.1097/00004583-200201000-00006>.
- Sujarwoto, Saputri, R. A. M., & Yumarni, T. (2023). Social media addiction and mental health among university students during the COVID-19 pandemic in Indonesia. *International journal of mental health and addiction*, 21(1), 96-110. <https://doi.org/10.1007/s11469-021-00582-3>.

- Tangney, J. P., Boone, A. L., & Baumeister, R. F. (2018). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. In *Self-regulation and self-control* (pp. 173-212). Routledge. <https://doi.org/10.4324/9781315175775-5>.
- Troll, E. S., Friese, M., & Loschelder, D. D. (2021). How students' self-control and smartphone-use explain their academic performance. *Computers in Human Behavior*, 117, 106624. <https://doi.org/10.1016/j.chb.2020.106624>.
- Watts, T. W., Duncan, G. J., & Quan, H. (2018). Revisiting the marshmallow test: A conceptual replication investigating links between early delay of gratification and later outcomes. *Psychological science*, 29(7), 1159-1177. <https://doi.org/10.1177/0956797618761661>.
- Wright, T., & Bolitho, R. (1997). Towards awareness of English as a professional language. *Language Awareness*, 6(2-3), 162-170. <https://doi.org/10.1080/09658416.1997.9959925>.
- Zahrai, K., Veer, E., Ballantine, P. W., de Vries, H. P., & Prayag, G. (2022). Either you control social media or social media controls you: Understanding the impact of self-control on excessive social media use from the dual-system perspective. *Journal of Consumer Affairs*, 56(2), 806-848. <https://doi.org/10.1111/joca.12449>.
- Zhao, J., Meng, G., Sun, Y., Xu, Y., Geng, J., & Han, L. (2021). The relationship between self-control and procrastination based on the self-regulation theory perspective: The moderated mediation model. *Current Psychology*, 40, 5076-5086. <https://doi.org/10.1007/s12144-019-00442-3>.