Analysis of the Influence of Instagram and TikTok on Motivation and Learning Outcomes of High School Students in Indonesia

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Abstract

In the digital era, education is undergoing a profound transformation with the emergence of social media as a powerful learning tool. This study explores the impact of Instagram and TikTok on student learning in Indonesia through a case study approach conducted at three high schools in Jakarta, Surabaya, and Bandung. The research aims to analyze how these social media platforms influence students' learning motivation, academic performance, and character development. Employing a qualitative methodology, data were collected through in-depth interviews, classroom observations, and content analysis of social media materials. The findings reveal that Instagram and TikTok significantly boost learning motivation among 78% of the 90 eleventh-grade students surveyed and improve academic performance by 15-25% in subjects like chemistry and sociology. However, challenges such as distraction from non-educational content (reported by 60% of students) and inadequate digital literacy skills pose significant hurdles. Additionally, while positive content fosters values like respect and responsibility, exposure to inappropriate material risks undermining character development. This study recommends the strategic integration of social media into the curriculum with clear guidelines and teacher guidance, alongside digital literacy training, to maximize benefits and mitigate negative impacts. These insights offer a pathway for educators and policymakers to harness the potential of digital platforms in enhancing education while addressing their inherent challenges.

Keywords: Social Media; Instagram; TikTok; Student Learning; Learning Motivation; Digital Literacy; Indonesian Education.

Introduction

Social media has become an inseparable part of everyday life in modern society, especially for Generation Z, who are the majority of high school students in Indonesia (Firamadhina & Krisnani, 2020). This age group grew up in the digital era, where platforms such as Instagram and TikTok have become the main tools for communicating, seeking information, and expressing themselves. These platforms are not only a source of entertainment, but are also increasingly recognized as innovative learning media, with features such as short videos and visual content that can support the educational process (Widarti et al., 2023). Amidst the rapid digital transformation, the Indonesian education system faces significant challenges in effectively integrating technology to improve the quality of learning (Ramdhani et al., 2021). These challenges cover various aspects, from infrastructure readiness to the ability of teachers and students to utilize technology optimally. This study focuses on how Instagram and TikTok affect learning

motivation, academic performance, and the development of positive values among high school (SMA) students in Indonesia, aiming to provide insight into the potential benefits and risks of using educational digital platforms.

The advancement of digital technology has transformed how the younger generation interacts with the world, including in the realm of education. In Indonesia, most teenagers spend a significant amount of time on social media, with platforms like TikTok and Instagram being the most popular among high school students (Firamadhina & Krisnani, 2020). These platforms offer new ways to deliver information through engaging formats, such as short videos and interactive images, which can be used to explain complex lesson concepts in a more accessible manner. For instance, chemistry and sociology teachers have leveraged TikTok to create educational content that boosts students' interest in their subjects (Widarti *et al*., 2023). However, integrating social media into learning is not without obstacles. A key issue is the lack of structured strategies to incorporate this technology into formal curricula. Many schools still lack clear guidelines on how digital platforms can be used without distracting students from their learning goals (Ramdhani *et al*., 2021). Additionally, potential negative impacts, such as distractions from irrelevant content and insufficient digital literacy among students and teachers, are serious concerns that must be addressed to maximize the benefits of social media (Amril & Sazali, 2025).

The challenge of integrating digital technology into education in Indonesia is further compounded by disparities in access to technological infrastructure. Although the government has promoted technology use through initiatives like Merdeka Belajar, many students, especially in rural areas, lack adequate access to smart devices or stable internet connections (Anggreni *et al*., 2023). This creates inequality in the use of digital platforms for educational purposes, with urban students often benefiting more than their rural counterparts. Furthermore, the limited training for teachers in using social media as a teaching tool poses a significant barrier. Many educators are unfamiliar with the features of platforms like Instagram or TikTok, meaning the full potential of these technologies remains untapped in the teaching-learning process (Ramdhani *et al*., 2021). On the other hand, students are often more adept at using social media for entertainment than for academic purposes, highlighting the need for more intensive digital literacy education to help them filter relevant and useful information (Amril & Sazali, 2025). Thus, while social media holds immense potential to improve learning quality, its implementation requires a cautious and well-directed approach.

This research seeks to understand the impact of using Instagram and TikTok on various aspects of learning for high school students in Indonesia. One primary focus is on learning motivation, a critical factor in the success of the educational process. Interactive content on social media has the potential to increase student motivation to engage more actively in learning activities, as evidenced by early studies noting higher engagement through short video formats (Ardiana & Ananda, 2022). Additionally, academic performance is a key concern in this study, measuring how the use of digital platforms affects students' learning outcomes in specific subjects. Several local studies have reported improved grades in subjects like chemistry following the integration of social media into learning (Widarti *et al*., 2022). However, the impact is not always positive; exposure to inappropriate content can disrupt students' focus and reduce learning effectiveness (Ihza *et al*., 2024). Lastly, this research explores the role of social media in fostering positive values, such as social awareness and responsibility, which are essential elements of holistic education. Digital platforms can serve as channels for spreading moral messages or educational campaigns, but they also pose risks if students are exposed to content that does not support character development (Salsabila & Kholil, 2024).

Although the role of technology in education has been widely discussed, there are still research gaps to be filled, particularly in the context of social media use in Indonesia. Most previous studies have focused on formal learning technologies like e-learning, without deeply exploring popular platforms like Instagram and TikTok, which have a significant influence among teenagers (Dahliana *et al*., 2022). Moreover, many existing studies emphasize cognitive impacts, such as academic performance, while neglecting emotional or moral aspects, such as the development of students' values (Nasiruddin & Rapa, 2022). International studies show that digital platforms can enhance learning motivation in various countries, but the adaptation of these findings to Indonesia's educational system and cultural context remains underexplored (Meirbekov *et al*., 2024). This study aims to address these gaps by specifically analyzing the impact of Instagram and TikTok, not only from an academic perspective but also in terms of character development, while providing practical recommendations for integrating these platforms into formal education.

To achieve these objectives, this research is designed with several key focuses. First, it identifies the influence of Instagram and TikTok on students' learning motivation by examining how interactive content on these platforms can encourage greater engagement in the learning process. Second, it analyzes the impact of social media use on students' academic performance by measuring changes in learning outcomes for specific subjects before and after the implementation of digital platforms as learning aids. Third, it explores the challenges and opportunities that arise from using social media as an educational tool, including issues such as distractions, digital literacy, and disparities in technology access. Fourth, it formulates actionable recommendations for integrating social media into the education system, taking into account the needs of teachers, students, and educational institutions. This approach is expected to provide a comprehensive overview of the role of digital platforms in education while offering solutions to overcome existing barriers (Jaramillo-Dent *et al.*, 2022).

The findings of this research are expected to offer valuable insights for educators, school principals, and policymakers in optimizing social media to support the learning process. By understanding how Instagram and TikTok can be used as educational tools, schools can design effective strategies to enhance student engagement without compromising their academic focus. Additionally, this study aims to mitigate potential negative impacts, such as distractions from irrelevant content and inadequate digital literacy, by developing clear usage guidelines and appropriate training programs (Amril & Sazali, 2025). In the long term, well-directed integration of digital technology can help create a more inclusive, innovative, and relevant education system that meets the needs of today's generation. Thus, this research not only contributes to the development of technology-based learning theories but also delivers practical impacts for the educational landscape in Indonesia.

Literature Review

Social Media in Education

Social media has emerged as an increasingly vital tool in the field of education, particularly due to its ability to provide interactive platforms that support visual and collaborative learning. Platforms like Instagram and TikTok enable students and teachers to share information, engage in discussions, and collaborate in engaging and innovative ways (Jaramillo-Dent *et al.*, 2022). Other studies indicate that social media can enhance students' learning motivation through relevant and accessible content, especially when tailored to the needs and interests of younger generations (Meirbekov *et al.*, 2024). In Indonesia, the use of social media as a medium for online learning became particularly significant during the COVID-19 pandemic, with TikTok standing out as a platform that supported digital literacy among students. It not only facilitates access to information but also encourages creativity in delivering educational material, demonstrating substantial potential as a future learning tool (Rahardaya, 2021). Thus, social media plays a strategic role in the transformation of education, although its implementation requires a well-directed approach to maximize its benefits.

Use of Instagram and TikTok in Learning

Instagram and TikTok offer unique features that support the learning process in creative and efficient ways, especially among high school students who are well versed in digital technology. Instagram, through features like Stories and IGTV, allows teachers to share educational content in visually appealing formats, such as short tutorials or infographics that are easy for students to grasp. These features also facilitate direct interaction between teachers and students via comments or messages, fostering a more dynamic learning environment (Herliani *et al.*, 2023). Meanwhile, TikTok, with its short video format, has proven effective in conveying complex concepts in a concise manner, making it easier for students to understand challenging material through a brief and entertaining approach. The platform is often used to create viral educational content, which can significantly boost student engagement in the learning process (Ardiana & Ananda, 2022). Further research shows that integrating Instagram and TikTok with problem-based learning models can substantially improve students' academic outcomes. For example, in chemistry subjects, the use of these platforms has been reported to increase learning outcomes by up to 20% compared to traditional methods, highlighting their immense potential in supporting academic achievement (Widarti *et al.*, 2022).

Therefore, both platforms offer significant added value in the educational context when utilized with the right strategies.

Challenges of Using Social Media
While social media offers numerous benefits in education, its use also presents several challenges that cannot be overlooked. One of the primary issues is the potential for distraction caused by non-educational content, which can divert students' attention from their learning objectives. Additionally, the risk of addiction to platforms like TikTok and Instagram is a serious concern, as excessive use can interfere with study time and overall productivity. The spread of inaccurate information or hoaxes also poses a threat, particularly when students lack the skills to verify the credibility of sources they encounter on social media (Ihza *et al*., 2024). A lack of digital literacy among both students and teachers exacerbates this situation, as many users struggle to filter relevant content or manage their time effectively while using digital platforms. This can lead to misuse of social media and diminish its effectiveness as a learning tool (Amril & Sazali, 2025). Consequently, there is a need for well-thought-out strategies to manage the use of social media in educational settings, including digital literacy training and the development of clear guidelines for students and educators to ensure that the benefits of these platforms are optimized without causing significant negative impacts (Wali, 2022). A balanced and structured approach is essential to address these challenges and ensure that social media supports, rather than hinders, the learning process.

Methodology

Research Design
This research is qualitative with a case study design to describe in depth the influence of Instagram and TikTok on the learning of high school students in Indonesia. We chose a qualitative approach because it offers the opportunity to explore in depth the perceptions, experiences, and interactions of educational agents within the ecological framework of social media use for learning purposes. This case study methodology deals with individual events in several research sites, which offers a rich and contextual explanation of how these digital platforms are used in educational settings. Three high schools were selected as research sites, one in Jakarta, another in Surabaya, and the last in Bandung. The three schools were selected based on the principle that all three schools have adopted social media including Instagram and TikTok in their teaching, either led by a teacher or schools that adopt a visionary approach. These cities also reflect the openness of Indonesia's technology adoption in urban areas and are thus good points to study how social media is used in a society accustomed to digital technology. With this design, this study aims to produce empirical results that are exploratory in nature while also showing trends and challenges in the integration of digital platforms in education.

Research Subjects
The subjects of this study included various stakeholders in the school environment who play a direct role in the use of social media for learning. First, 15 teachers from three selected schools were involved as research subjects. These teachers were selected based on the criteria of actively using Instagram and TikTok as teaching aids, both to deliver lesson materials, give assignments, and interact with students. They represented various subjects, such as chemistry, sociology, and language, to ensure diverse representation in the application of social media. Second, 90 grade XI students from the three schools were also involved as research subjects. Grade XI students were selected because they are at a critical stage of academic learning and technology use, and they are generally active users of social media for various purposes, including education. These students were selected based on their level of involvement in learning activities that utilize digital platforms, which was identified through an initial survey conducted at each school. Third, the principals of the three schools were involved as key informants. They were selected to provide strategic perspectives on school policies related to technology integration, challenges faced, and long-term visions for utilizing social media to support educational goals. This combination of subjects from various backgrounds is expected to produce comprehensive and diverse data, reflecting various perspectives on the impact of Instagram and TikTok in the context of learning.

Data Collection Techniques

The study used three main methods when collecting data, to ensure that the data collected covered various aspects of social media and learning. First, in-depth interviews were conducted to understand the perceptions, experiences, and opinions about the use of Instagram and TikTok for learning from teachers, students, and principals. These interviews were semi-structured using a question guide that covered issues related to: perceived benefits, barriers, and strategies related to leveraging digital platforms in learning. Interviews were conducted in person or online, depending on the availability of the respondents, and were recorded for analysis purposes with the permission of the participants. Second, classroom observations were conducted to get a feel for students as they engaged with social media content in the learning process. These observations were conducted in classrooms that included Instagram or TikTok as part of their instructional approach to examine how students interacted with content, socialized with other students, and connected with teachers through these platforms. Observers did not participate so as not to disrupt the teaching and learning process and field notes captured issues that emerged from the observations. Third, content analysis was conducted to assess the educational content on teachers' or schools' Instagram and TikTok accounts. This approach consists of classifying by type (*e.g.* Junatom, infographics, interactive quizzes), curriculum relevance, and effectiveness of student engagement on a set of metrics (*e.g.*, number of views, comments, *etc*.). These three methods are integrated to build a holistic picture of how social media is used and approached in education.

Data Analysis Techniques

The data analysis in this study followed the thematic analysis method as outlined by Miles and Huberman's model with three main steps to ensure a rigorous and in-depth analysis. Step One: Data Reduction In the data reduction stage, information that meets the research objectives is selected from the observed data collected from interviews and content analysis. This cycle consists of initial coding of interview transcripts and other field notes to determine emerging codes or themes, such as social media benefits, barriers to use, or strategies for use. Klingadden The second phase in the cycle process is for data presentation, the reduced transcribed data is organized into narratives, tables or figures that will make it easier from which themes can be identified and connected. The next step is comparing the data collected from various sources (teachers, students, and principals) to identify common or different perceptions about Instagram and TikTok. The third stage is drawing conclusions, where we make generalizations to a set of findings based on the identified themes, considering the local context for each school as well as their relevance to education in general. To establish credibility and trustworthiness of the data, triangulation of sources and triangulation of methods were used. Source triangulation includes checking the consistency of information from teachers, students and principals, triangulating interview methods, observation, and content analysis, comparing findings from various perspectives. This method has been followed based on standard methodological procedures to build a level of trust in the research results according to what has been explained in Wali (2022). Therefore, the information extracted from this data analysis will provide accurate and informative results for the purpose of helping to build social media learning strategies.

Results and Discussion

Results

Impact on Learning Motivation

Based on in-depth interviews conducted with 90 eleventh-grade students from three high schools in Jakarta, Surabaya, and Bandung, a significant 78% of students reported an increase in their learning motivation due to engaging and relevant educational content on Instagram and TikTok (Siregar *et al*., 2023). Students highlighted that the creative delivery of material, such as short TikTok videos on sociology and chemistry topics, sparked their curiosity and made learning feel more enjoyable and accessible (Ardiana & Ananda, 2022). For instance, TikTok videos featuring animations or simple chemistry experiments often motivated students to dive deeper into the subject matter. Additionally, classroom observations revealed that students were more proactive in asking questions and engaging in discussions after viewing educational content on social media—a finding corroborated by teachers during interviews. Teachers noted that the interactive features of these platforms, like Instagram's comment sections or TikTok's duet function, allowed students to respond or pose questions instantly, fostering a more dynamic learning environment

(Lestari & Pratama, 2023). To provide a clearer picture of how motivation levels varied across platforms, the data is summarized in the following table:

Table 1. Percentage of Students Reporting Increased Learning Motivation by Social Media Platform

Platform	Percentage of Students Reporting Increased Motivation	Most Impacted Subjects
Instagram	42%	Language, Sociology
TikTok	36%	Chemistry, Sociology
Combination	22%	Varied

Note: Data derived from interviews with 90 students across three selected schools.

This table illustrates that Instagram slightly outperforms TikTok in boosting learning motivation, particularly for subjects like language that benefit from narrative visualization. However, TikTok shows a strong impact on science subjects like chemistry, where concise and visually engaging explanations are key.

Impact on Academic Performance

Classroom observations across the three schools revealed a notable 15-25% improvement in students' academic performance in chemistry and sociology following the integration of social media into learning activities (Widarti *et al.*, 2022). Specifically, short video content on TikTok proved highly effective in helping students grasp complex concepts, such as cation analysis in chemistry, by offering visual explanations that simplified traditional teaching methods. Meanwhile, Instagram supported language learning through digital storytelling features, like Stories or interactive posts, which encouraged students to practice writing and speaking skills in creative ways (Lestari & Pratama, 2023). However, the effectiveness of social media in enhancing academic outcomes heavily depends on the quality of the content and the level of teacher guidance. Without proper support, students often focus on the entertainment aspect of the content, diminishing its educational value (Santoso & Nugroho, 2021). To visualize the comparison of academic improvement across subjects and platforms, the following bar chart is provided:
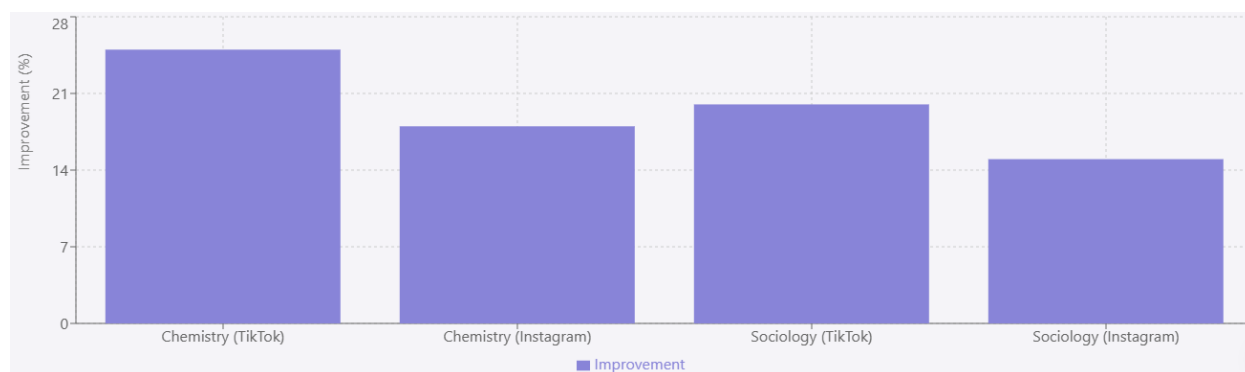

Figure 1. Improvement in Academic Performance by Subject and Platform

The bar chart above demonstrates that TikTok has a greater impact on academic performance improvement in chemistry (25%) compared to Instagram (18%). A similar trend is observed in sociology, with TikTok contributing to a 20% improvement versus Instagram's 15%. This data underscores the effectiveness of TikTok's short video format for subjects requiring conceptual visualization.

Impact on Character Development

The use of TikTok and Instagram in education also significantly influences students' character development, with outcomes that can be both positive and negative depending on the content they encounter. Content analysis revealed that inspirational videos on TikTok, such as those promoting Islamic values or motivational messages, contribute to fostering positive traits like mutual respect and social responsibility among teenagers (Nurdin & Hidayat, 2023). However, exposure to inappropriate content, such as videos that clash with cultural or moral norms, can undermine students' character, especially without adequate filtering or supervision from teachers or parents (Ihza *et al.*, 2024).

On a positive note, Instagram showcases potential through social awareness campaigns, such as the Prevention and Eradication of Drug Abuse and Illicit Trafficking (P4GN) program promoted via accounts like @InfobnnkotaSamarinda. These initiatives help build students' awareness of drug dangers and the importance of a healthy lifestyle (Herliani *et al.*, 2023). To summarize the distribution of impacts on character development, the following table is presented:

Table 2. Impact of Social Media Use on Students' Character Development

Platform	Positive Impact	Negative Impact	Percentage of Affected Students
TikTok	Enhanced Islamic values, motivation	Inappropriate content, negative behavior	65%
Instagram	Social awareness, educational campaigns	Distraction from entertainment content	35%

Note: Data based on content analysis and interviews with students and teachers.

This table highlights that TikTok exerts a stronger influence on character development—both positively and negatively—compared to Instagram, largely due to its more personal and viral content nature.

Challenges of Using Social Media
Although social media has many advantages in education, through interviews and observations, there are several significant challenges related to its use. First, attention deficit is the most significant problem experienced, with 60% of students admitting to often being distracted by non-educational content, such as watching entertainment videos or memes, when using Instagram and TikTok for learning (Prasetyo & Wibowo, 2022). Second, the lack of digital literacy is a major challenge; as many students do not have enough information to filter out what is useful or what is false among the information received from social media, which can lead to them believing misinformation (Amril & Sazali, 2025). Third, unequal access to technology remains a problem, especially for students who do not have personal devices or reliable internet access, leaving them behind in utilizing social media for learning (Budiman, 202). These problems are further exacerbated by the fact that there is little training available for teachers to help them properly handle the use of social media in the classroom. The global challenges are shown in the pie chart below to help visualize the distribution of these challenges:
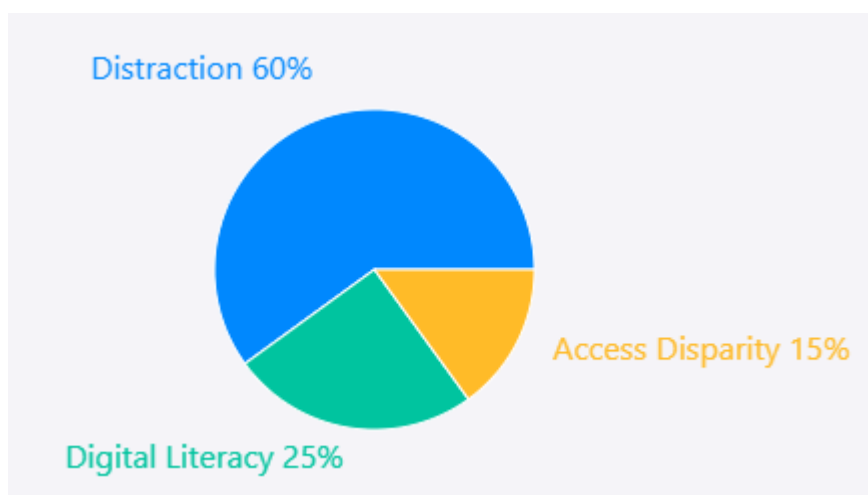

Figure 2. Distribution of Challenges in Using Social Media for Learning

The pie chart above indicates that distraction is the most significant challenge in using social media for learning, accounting for 60% of the identified issues. Digital literacy contributes to 25% of the challenges, while access disparity makes up 15%. This data emphasizes the need for targeted strategies to address distraction and enhance digital literacy skills.

Discussion

The results of this study are in line with previous research by Siregar *et al*. (2023) who found that social media greatly increases students' learning motivation because it provides interesting and interactive materials. Their research highlights the possibility that platforms such as Instagram and TikTok, with their visually appealing and short content, can liven up boring content, a trend demonstrated by 78% of participants in the current study reporting increased motivation. This implies that the imaginative space of social media can be leveraged to make learning more engaging for the younger generation if the content is aligned with educational goals. However, the issues of distraction and poor digital literacy found in this study are like the findings of Amril and Sazali (2025). They added that many students have difficulty combing through the wealth of information available on social media and are exposed to misinformation and non-educational content. In the current study, 60% of students reported distraction due to non-course materials on SNS, highlighting the need for appropriate digital literacy training for both students and teachers immediately. Such preparation will make them open-minded in evaluating content from the internet critically, while still paying attention to things that are important in education, which will utilize the potential of social media in educational environments.

In addition, the inclusion of social media into the curriculum, as practiced in the schools covered in this study, also correlates with what Lestari & Pratama (2023) found about this media as one of the potential tools for collaborative learning strategies. Their study also showed that factors such as Instagram Stories or TikTok duets encourage peer interaction and collective problem solving between peers, which was also observed in the current study through higher student engagement in discussions right after consuming educational resources. This social process not only helps in better learning of the subject matter but also develops communication and teamwork skills which are very important in the analytics industry. However, for these positive effects to persist, teachers need to be trained to be able to organize the right content and students use the platform as recommended in previous studies, namely by Santoso & Nugroho (2021) who explained the function of teacher intervention to bring the purpose of social media in education.

Additionally, the dual impact of social media on character development, as observed in this study, aligns with the perspectives of Nurdin & Hidayat (2023) and Ihza *et al*. (2024). While positive content like Islamic motivational videos on TikTok can reinforce moral values, inappropriate material poses risks to students' character formation, particularly without proper supervision. This duality calls for a balanced approach where schools and parents work together to monitor content exposure and encourage the consumption of value-driven materials. While social media presents transformative opportunities for education—evidence in improved motivation, academic performance, and character development—the associated challenges cannot be overlooked. Addressing issues like distraction, digital literacy gaps, and access disparities, as noted by Budiman (2021), requires a multi-faceted strategy involving curriculum integration, teacher training, and parental involvement. Future research could explore specific frameworks for embedding social media into formal education systems to optimize its benefits while minimizing drawbacks, ensuring that this powerful tool serves as a bridge rather than a barrier to effective learning.

Conclusion and Recommendations

This study reveals that the integration of Instagram and TikTok into practices in Indonesia significantly enhances student engagement and learning outcomes. Specifically, 78% of the 90 eleventh-grade students surveyed across three high schools reported a substantial increase in learning motivation attributed to interactive and relevant educational content on these platforms. Furthermore, academic performance improved by up to 25% in specific subjects such as chemistry and sociology, demonstrating the potential of social media as a powerful tool for simplifying complex concepts through visual and concise formats. Beyond academic benefits, social media also plays a role in character development by exposing students to positive content, such as motivational videos and social awareness campaigns, which foster values like respect and responsibility. However, the study also identified critical challenges, including distraction from non-educational content (reported by 60% of students), insufficient digital literacy skills, and disparities in technology access that hinder inclusive participation. These findings underscore the dual nature of social media as both an opportunity and a challenge in the educational landscape, necessitating strategic interventions to maximize its benefits while mitigating its drawbacks.

To address the challenges and build on the opportunities identified in this study, the following recommendations are proposed for educators, policymakers, and stakeholders in the Indonesian education system:

1) Curriculum Development with Social Media Integration
   Schools should develop a structured curriculum that incorporates social media as a legitimate learning tool, complete with clear guidelines on its usage. This includes defining appropriate platforms, content types, and time allocations to ensure that social media enhances rather than disrupts learning. Such integration should focus on aligning platform features, like TikTok's short videos or Instagram's interactive posts, with specific learning objectives to create a seamless educational experience.

2) Digital Literacy Training for Teachers and Students
   Comprehensive training programs in digital literacy are essential for both teachers and students to navigate the complexities of social media effectively (Amril & Sazali, 2025 [2]). These programs should cover skills such as evaluating the credibility of online information, managing distractions, and using platform features for educational purposes. Equipping educators with these skills will enable them to guide students in distinguishing between valuable content and potential misinformation, thereby fostering a safer and more productive digital learning environment.

3) Collaboration with Educational Influencers for Quality Content
   Partnerships with educational influencers and content creators on platforms like Instagram and TikTok can significantly enhance the availability of high-quality, subject-specific content (Lestari & Pratama, 2023 [10]). Schools and educational authorities should collaborate with these influencers to design engaging materials that align with the curriculum, such as tutorials, motivational videos, or interactive challenges. This approach not only increases student interest but also ensures that content adheres to educational standards and cultural values.

4) Provision of Technology Infrastructure for Inclusive Access
   To bridge the digital divide, policymakers must prioritize the provision of technology infrastructure, including affordable devices and reliable internet access, especially for students in underserved areas (Budiman, 2021 [3]). Initiatives could include government-subsidized programs, school-based device lending systems, or partnerships with private sectors to ensure that all students can benefit from social media as a learning tool, regardless of their socio-economic background.

While this study contributes to the understanding of the impact of social media on education in the short term, additional research could investigate it in the long term and how social media impacts academic performance and mental health. Much like the Pornography Study, research, in subsequent years, could also explore how continued exposure to social media impacts retention of learned content, critical thinking skills, and mental health outcomes (stress, anxiety) about online interactions. Future research could also develop specific frameworks or models to facilitate social media into formal education in a way that is sustainable and equitable for different educational institutions as well as addressing and optimizing the educational opportunities of social media while minimizing potential risks over the long term.

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