

Communication in the Digital Age: Social Media's Influence on Academic Performance among South East-Asia Students

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ABSTRACT

Social media's pervasive usage has raised questions concerning the ways it can affect students' academic achievement, particularly among university students. The review's objective is to determine how students' use of social media affects their academic achievement. In the current digital era, social media sites like Facebook, Instagram, Snapchat, Twitter, YouTube, and WhatsApp have become essential resources that affect education and other areas of society. In academic achievement, these platforms provide new approaches to communication, collaborative activities, and learning materials. Traditional classroom settings frequently struggle with issues including low student participation and passive learning environments. Social media provides students with a dynamic and captivating educational experience by promoting active interaction and enabling collaborative learning. Social media's effect on students' academic achievement is examined systematically. The review highlights important trends and decisions about how social media might improve students' learning experiences by consulting pertinent academic sources. A total of 26 articles that addressed the educational usage of social media in Southeast Asia students were chosen based on certain inclusion and exclusion criteria. The results demonstrate how social media can increase academic achievement by encouraging self-directed learning, group learning, and communication skills. Additionally, when social media was included into their learning processes, students demonstrated increased motivation and engagement. The review implies that using social media to its full potential can be a successful method to raise students' academic performance in Southeast Asia.

Keywords:Social Media, Southeast Asia, Student Learning, Digital Communication
Academic Performance

INTRODUCTION

The Internet usage has developed into a communication tool in the digital age that influences aspects of students' lives including education. The increasing reliance on platform-based digital solutions inspires one to offer explanations about how it affects academic performance. The communication that social media provides may enable educational resources and peer support. However, communication could become a distraction so far as time and attention are concerned. It is essential to comprehend the process to provide a means of achieving better academic results (Cladis, 2020).

Students around the world are increasingly on social media for longer times. This has necessitated a need to examine the dangers of distraction posed by students, affecting grades and learning. Insights into how social media affects students' grades, study habits, and focus are essential for developing methodologies to better influence the students (Abdullahi, Bahari, Miskon, & Abu Yazid, 2024). Social media is necessary to establish both the benefits and drawbacks of making the most of academic achievement via students (Raza, Qazi, Umer, & K. A. Khan, 2020).

In this modern world, the use of social networks specifically impacts student performance in school or college positively and negatively. In one direction, social networks offer an educational resource, study groups, and an academic discussion platform. On the contrary, social media could also be a reason for delay, low working concentration, and poor work time management. Therefore, social media should analyse its effect on students' performance as a way of balancing the positive and negative usage in learning as well as distraction of that same time (Masood, Luqman, Feng, & Ali, 2020).

Students can carry out social activities, share information, and work on class assignments on social media platforms, all of which are essential in education. However, these platforms also seem to have consequences that negatively impact academic performance, as the amount of time spent learning decreases. By examining how students engage in social networking services (SNS) and the impact that the internet and intellectual utilization have on outcomes is the key to the development of strategies, policies, and regulation of a way that enhances the education experience of the student (M.N. Khan, Ashraf, Seinen, K. U. Khan, & Laar, 2021).

Examining students' network feeds is necessary to see how their academic lives have changed in online settings. These tools are useful for teaching but also create possibilities for distractions within learning and cooperation. Thus, the role of social media in modern education must be investigated by examining the impact on student's performance. As its use affects time management, study habits, and focus, it is evident to identify how it affects educational benefits positively and how it can induce a negative impact on the learner (Abidin, 2021).

The communication and collaboration among students are concerned, social media has brought great change. Many of them are informative, for instance, creating and collaborating with peer networks as well as locating information; despite that, these platforms can disrupt academic achievement. Social networking services misuse can result in poor work habits, inefficiency, and low academic achievements. The purpose is to unmask the specific correlation link social media use and academic achievement, as well as to offer suggestions for utilizing social networks that works and to give recommendations on the effective usage of social networking sites (Sungkur, Sebastien, & Singh, 2020).

The practice of using social media has been on the rise and is famous for affecting the learning process of students. Social networks represent a useful tool when it comes to learning and finding new people, but students can also act as distractions. It seeks to assess how social media affects study habits and time management, and performance among students to inform students on the best way to engage in social media while enhancing their productivity in class (Kumar & Nanda, 2020).

Social media has benefits and drawbacks when used in the teaching and learning processes. In this aspect, social media networking is equally a positive point for the students to get easy connections to learning resources and academic debates. It also has downside in causing distractions by drawing the attention of the user and may have poor time management. Consequently, aims to examine how social media affects students' academic performance together with the ways through which positive use of this resource without compromising performance is possible (Sinaga, Febrianti, & Candra, 2023).

However, as social media is part of the life of students, it affects school performance accordingly. Social networks are useful for getting access to the necessary literature and advice from tutors and fellow students, but students are also the cause of distraction. Intend to compare the use of social networks with academic achievements, the time and attention control issue in particular. The aim is to ascertain how different practices lead to obtaining good results in the classroom (Mahdiun, Salimi, & Raeisy, 2020).

Students today connect to various social media websites that hold great educational content for them. The platforms take focus away from students, which impacts the way that student perform. It looks at how much time students devote to social media and how it affects their academic results. Analysis was used to provide guidance to students on how to use social media to further their learning objectives (Ahmad, 2024).

Social media networks influence education in many ways by both gaining and losing students' academic achievements. Through social media, users can develop their learning skills and work with others while sharing valuable information. Social media use creates distractions that force students to delay tasks and hurt their academic grades. The goal is to examine if social media affects student grades and suggests ways to manage social media use with school tasks (Purnama & Asdlori, 2023).

Through social media platforms, students can find many new ways to learn and discover information. Using social media too much harms students' ability to focus on their studies and decreases their study time. It examines how digital platform engagement affects students' learning behaviors and affects their academic performance. The outcomes can create practical ways for students to control social media use so student perform better in their school work (Höttecke & Allchin, 2020).

These days, students use social media to learn, which has an impact on their academic performance. Though

social media connects students to educational resources and classmates, it decreases their attention to schoolwork and reduces their study output. It looks at how students' use of digital media affects their study results and offers practical suggestions to balance digital activities with school work to produce the best outcomes (Goet, 2022).

Most students use digital media platforms both to learn and enjoy their free time. Social media platforms to help students learn but getting side tracked by them decreases their study results. It examines the association between educational achievement and the use of online media, including the amount of distraction student cause and tips for better platform usage (Dei, Anane-Donkor, & Okyere, 2022).

Social networks have grown essential for students as student live their digital lives today. Social media makes learning harder but also easier, which creates a difficult environment for teachers and students to handle together. Social media helps students learn better by sharing resources but creates time drains and breaks focus. This research project explores how social media influences student grades and recommends ways students should use platforms at school (X. Liu & Zhang, 2025). The current research intends to investigate the significant developments and decisions regarding how social media could enhance students' educational experiences.

The study is organized into sections, such as section 2, which covers similar studies; section 3, which shows the technique; section 4, which contains the results and discussion; and section 5, which shows the conclusion.

LITERATURE REVIEW

Students at universities frequently utilise social networking sites. Kolhar, Kazi, and Alameen (2021) examined the reasons people use social networking sites and how they affect social interaction, learning, and sleep patterns. The patterns might cause students to lose focus on their academics and have a detrimental effect on their social connections, academic performance, and amount of sleep.

Hosen et al. (2021) created a framework that theorises the impact of social media and personal motivation altruism and reputation on data sharing and academic achievement. It offered empirical proof that postsecondary students' learning outcomes might be improved by utilising social media's information exchange, virtual conversation, and knowledge production features.

Boer, Stevens, Finkenauer, de Looze, and van den Eijnden (2021) investigated possible reciprocal relationships between high levels of social media use (SMU) and addiction-like SMU issues and poor mental health, and whether such connections were influenced by higher levels of upwards social examinations, digital victimisation, lower individual academic performance, and less face-to-face friendship.

Mehrvaz, Heidari, Farrokhnia, & Noroozi, (2021) demonstrated the students' academic performance and digital competency are positively mediated by digital informal learning (DIL). The students' academic achievement was directly improved by digital competency, the success in formal classrooms was more significantly impacted when combined with DIL experiences. Digital competency might also have a direct impact on academic achievement since the DIL mediates the relationship between students' digital competency and academic success.

Theophilou, Hernández - Leo, and Gómez (2024) investigated gender differences in a cutting-edge learning environment that incorporates an educational element into a social media simulation. To examine how gender affects the development of abilities on an academic social media network and then examined how male and female teenagers behaved differently in social interactions on the site.

Jarman, Marques, McLean, Slater, and Paxton (2021) examined the potential mediating effects of appearance-ideal internalisation and social appearance comparisons on the associations between physically satisfaction and subjective well-being and social media involvement intensity and appearance-focused usage. Results validated the suggested model for both boys and girls and expanded on current theoretical understanding to include male body image and wellbeing.

Keržič et al. (2021) focussed on the basics that have affected students' insights of their academic success during the last-minute switch to online learning. Students' happiness with e-learning significantly moderated the result of e-learning effectiveness on their presentation. The model produced results that were quite similar across nations, genders, study disciplines, and academic levels.

Ostic et al. (2021) examined how using the internet affects psychological wellness. By including a variety of mediators, including social exclusion, mobile dependence, and social capital kinds like bonding as well as bridging social networks, it provided a more comprehensive phenomenon.

Research Gap

The increasing Internet use in the classroom has sparked debate about how it affects the performance of pupils in school, particularly among Southeast Asian students. While prior studies recognize its benefits in fostering collaboration and engagement, limited research focuses on how specific platforms (e.g., Facebook, YouTube, WhatsApp) influence academic achievement. Additionally, most studies are based on Western educational settings, overlooking cultural and technological differences in Southeast Asia. The role of social media in self-directed knowledge and motivation remains underexplored. Furthermore, existing research lacks a systematic analysis of both positive and negative impacts, including potential distractions.

METHODOLOGY

Systematic Literature Review (SLR) was the appropriate research method to achieve the objective of this research. The recommended preferred reporting elements of the systematic literature review was based on the PRISMA (preferred reporting items for systematic reviews and meta-analysis) guidelines. The PRISMA approach to gathering and interpreting data is depicted in **Figure 1**.

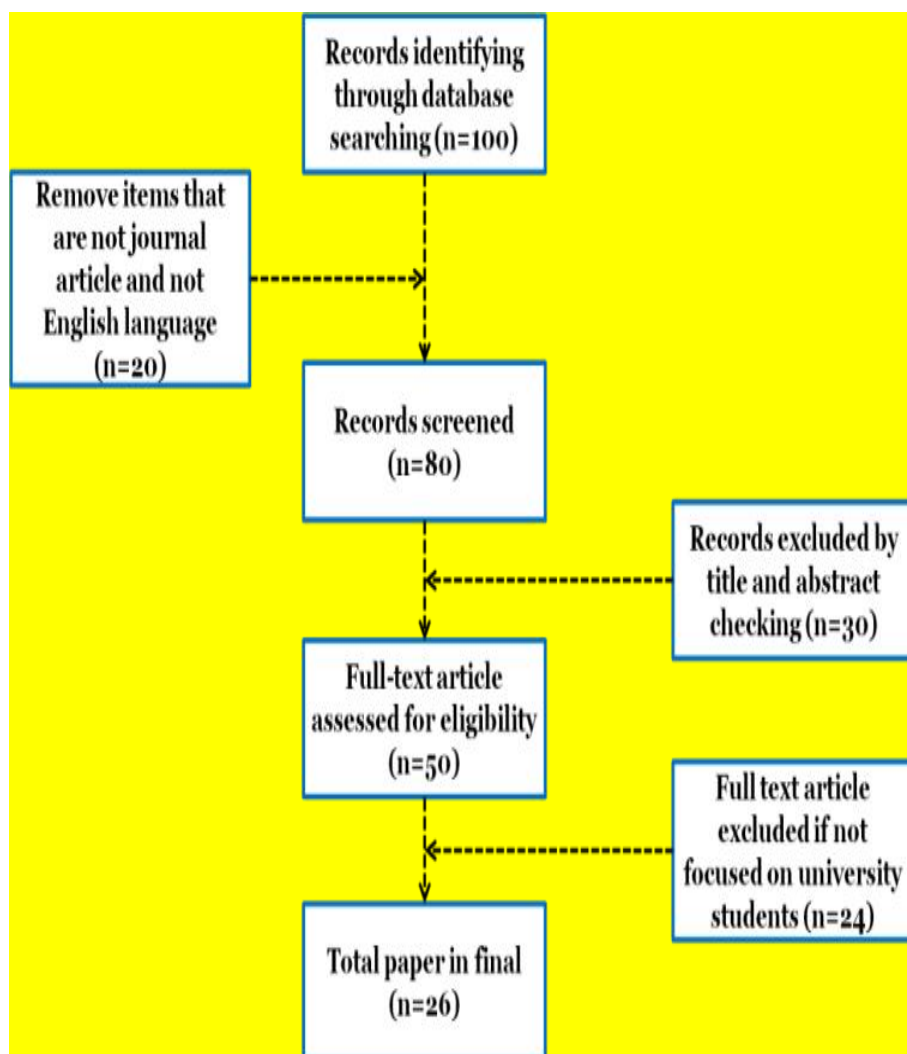


Figure 1. Database Searching Steps

Search

The study synthesizes research from 2018–2022 using a Systematic Literature Review (SLR) approach. The data comes from PubMed and Web of Science, Springer, Elsevier, and Scopus. A structured search strategy was employed using Boolean operators to refine the selection. The following search string was used: ("social media" OR "digital communication" OR "online networks") AND ("academic performance" OR "student learning" OR "educational achievement") AND ("Southeast Asia" OR "ASEAN countries" OR "Malaysia" OR "Indonesia" OR

"Philippines" OR "Thailand" OR "Vietnam"). Peer-reviewed English-language research papers were chosen using filters. Studies were screened for relevance, duplicates were removed, and 26 articles meeting the inclusion criteria were analyzed to examine the effect of internet use on learning outcomes."

Search filters were set for only peer-reviewed articles/articles published in the English language from the year 2018-2022. The search turned out approximately 100 records. Upon cleaning the records of 20 that were not journal articles and/or in English, 80 studies were common for screening. At this stage, subjects of the title/abstract review were basically about a scientific relevance to the topic of this research, study population involved, and some methodological quality assessment. In this phase, 30 records were excluded for focusing neither on University students nor on how internet use and achievement in school are related. The next step was screening 50 full-text articles for eligibility. 24 papers were disqualified for reasons that are listed below:

- 13 studies focused on elementary or secondary education rather than university students.
- 7 articles discussed social media in a general context without addressing its role in education.
- 4 studies lacked empirical data or measurable academic outcomes.

After sifting through the above criteria, 26 studies were selected for the final synthesis, representing the most relevant and high-quality evidence concerning social media's effect on After sifting through the above criteria, 26 studies were selected for the final synthesis, representing the most relevant and high-quality evidence concerning social media's effect on academic performance. To ensure methodological rigor, the selection procedure followed the recommended reporting items for Systematic Reviews and Meta-Analyses (PRISMA) standards. **Table 1** shows that the overview of inclusion and exclusion criteria.

Table 1. Overview of Inclusion and Exclusion Criteria

Criteria	Details
Inclusion Criteria	Peer-reviewed journal articles (2018–2022) Studies examining Digital media consumption and educational success: a relationship Research focused on university students in Southeast Asia Empirical studies with measurable academic outcomes 26 journal papers selected for analysis
Exclusion Criteria	Non-English studies, unpublished research, conference abstracts Literature reviews, letters, editorials, and conceptual papers Studies unrelated to education or academic performance Research focusing on elementary or secondary education Articles lacking empirical data or academic performance measures

Data Analysis Method

The extracted data was systematically analyzed to assess the impact of social media on academic performance among Southeast Asian university students. A systematic qualitative synthesis of 26 selected studies was conducted, categorizing findings based on social media usage patterns, academic performance indicators, and engagement levels. For qualitative studies, thematic analysis and iterative coding were applied to identify patterns in students' learning behaviors and perceptions. For quantitative studies, statistical data were analyzed using STATA version 16, applying descriptive statistics to summarize findings. This approach ensured a comprehensive understanding of how social media influences academic success, maintaining accuracy and consistency.

RESULTS

Based on the the studies taken for the final analysis two major themes were developed according to the objective of the study.

Theme 1 Communication in the Digital Age

Multicultural ideologies used a selection in emerging nations to analyse the issues that diverse and multicultural communities face as an effect of digitization (Vartanova & Gladkova, 2020). Digital communication was part of soft power, political, economic, technological, and cultural shifts as well as communication policy to enhance the student academic performance. The rise of digital platforms and response to crises was significantly impacted by technological innovation, leading to new trends in growth and participation procedures (Lee, 2020). Conventional crisis communications methods could fail in the age of digitization, requiring proactive approaches

with stakeholder-focused communication.

Despite the high level of multilingualism in Europe, language barriers had an impact on business and cross-cultural communication. Communications technology (CT) was useful in removing these obstacles, even though fragmentation yet exists (Levin & Mamlok 2021). Artificial intelligence (AI) was increasingly important in innovation of technology space. AI provided an overview of the CT scenario, including sustaining initiatives, activities, and challenges, and offered strategic suggestions on four major domains. The theoretical foundation of digital society and its ramifications were examined to emphasize the value of culture in comprehending the digital revolution (Cristobal-Fransi, Ramón-Cardona, Daries, & Serra-Cantalops, 2021). In addition to the reversal of information scarcity and developments between real and virtualised; it created a model of culture that emphasized technological, social, and spiritual aspects that included individualization, transportation, and cognitive enhancement.

With their economic and touristic significance, museums frequently mismanage their online presence; according to (Goriss-Hunter, Sellings, & Echter, 2022), an investigation examined the digital presence of 77 galleries in most popular towns. Better internet visibility and more tourism attractions were the results of public management. In education, recreation, and the workforce, information and communication technologies (ICT), were considered essential (Apdillah, Salam, Tania, & Lubis, 2022). Preparing students for the digital age was a top priority for educational systems. According to a pilot experiment, design-based education, and initiative were important components to foster student engagement and learning. The digital organization framework was created to address the problem.

The COVID-19 epidemic had a major effect on communication techniques included in the internet. The morality of communication in the modern digital world, especially on social networks, was examined (Khimich, 2023). Communication techniques were discovered that efficient communication requires knowledge of the language, early etiquette instruction, and privacy protection as both qualitative and descriptive methodologies. The information culture in the digital age was developed (Uherková, 2023) between learner's art and cultures. Information culture suggested the course material for information cultural and academic authenticity and highlighted how crucial it was to teach it within the framework of digital and technological literacy, making this discipline a required part of higher education. The internet-based poll found that students preferred a high degree of integration between conventional and digital methods, particularly visual input. According to teacher explanations, which reflected the changed demands of students in the modern era remain crucial in higher education (Alamri, Almaiah, & Al-Rahmi, 2020).

Theme 2 Exploring Social Media's Influence on Student Academic Performance

In an examination including 659 graduates and undergraduates, online platform used and awareness were found to be key indicators of academic achievement (Barton, Adams, Browne, & Arrastia-Chisholm, 2021). Aspiration also impacted academic success, but was no mitigating impact. The findings highlighted how important it was to understand these relationships to achieve academic success. A stressor-strain-outcome framework (Rahman & Mithun 2021) found students who used social media frequently suffered detrimental effects. Information overload, communication social stress, and stress could all result in to technostress and fatigue, which could have a detrimental effect on scholastic achievement. 249 undergraduates participated, which discovered that weariness was greatly influenced by information overload.

The effect of online platforms on college students' academic performance (Iqbal et al., 2021) examined privacy concerns and assessed the advantages of the internet for students. An instance of 300 children with smart gadgets and internet access was featured, which collected data usage in online surveys, claiming that social media could either positively or negatively affect students' academic lives. The hyperlink between social skills and school performance in the COVID-19 pandemic in the self-regulation and conscience elements of social intelligence (Bedua et al., 2021) were demonstrated to positive effect on academic achievement. Additionally, social skills, self-awareness, and self-regulation all had a good effect on SNS. During the pandemic, SNS played a critical role in supporting academic success. Therefore, social skills and SNS were vital to raise the academic accomplishment.

A considerable positive association (Maqableh, Jaradat, & Azzam, 2021) was shown between the learning outcomes of undergraduates and the integration of factors including Internet addiction, educational value, fulfilment, and continuing intention. According to Amjad et al. (2022), the technological addiction among nursing students had no detrimental effects on their academic achievement. According to the report, students were very susceptible to addiction, with Instagram being a particularly popular site to enhance student academic performance in the health science.

The educational data mining techniques (Nurudeen, Abdul-Samad, Owusu-Oware, Koi-Akrofi, & Tanye, 2023) and their effect on pupils' academics achievement data collected by the Kaggle archives were investigated. In the

usage of several categorization methods, random forest achieved the highest score of 98%. The results showed that students' performance was significantly impacted by technology, with the usage of social media, having a particularly noticeable impact assessed the effect of additional traits on students' performance. A social media impact factor (SMIF) model (Kalam, Goi, & Tiong, 2023) was presented to quantify how digital media affects students' academic success. The model, which explained 30.7% of the diversity and exhibits an estimation quality of 55.4%, displays an adverse effect among SMIF variables and academic achievement usage of an independent 623 undergraduate students from University for Professional Sciences.

The Social media use (SMU) influence students' academic achievement by using the concept of uses and gratification (Zainal & Rahmat 2020). SMU analysed 299 replies using randomized and snowball sampling techniques along with structural equation modelling (SEM). The results show that SMU and academic performance had a major impact by streaming video clips and setting educational goals. Socializing with family and friends helps SMU achieve its mission. The guidelines state that social media sites should be used to improve students' academic performance and change their viewpoints. The teacher self-efficacy (Fackler, Malmberg, & Sammons, 2021) affects educational equity across a number of country clusters, with the English-speaking clusters showing more similarities was evaluated. Teacher self-efficacy also reveals that there were different links between the learning environment and principal forecasters and educator and university predictors.

Academic performance, focus on studies, and use of online platforms are all related to each other (Sakhieva et al., 2024). It was discovered that social media use had a negative correlation with GPA, although schooling time showed no such correlation. The time utilized for homework and online social networking use was significantly connected, indicating how common social media multitasking is among college students. However, the GPAs for learners who chose the two platforms as the main social media sites and those who selected different networks did not differ much, suggesting that perception and reality cannot be aligned. **Table 2** shows the state of art comparison between digital communication and students academic performance.

Table 2. Outcome of State of Art Comparison of Digital Communication and Students Academic Performance

Sr.no	Reference	Key Topic	Findings/Applications	Significant Insights	Drawbacks
1	Vartanova&Gladkova (2020)	Multicultural ideologies & digital communication	Digital communication influences politics, economy, and education	Highlights the role of digitization in multicultural communities	Lacks quantitative analysis of impact
2	Lee (2020)	Digital platforms & crisis response	Technological innovation impacts crisis management & participation	Suggests proactive communication strategies	Conventional crisis methods may not apply
3	Levin &Mamlok (2021)	Language barriers & communication tech	CT helps reduce language barriers in business & cross-cultural communication	AI plays a key role in communication innovation	Fragmentation still exists
4	Cristobal-Fransi, Ramón-Cardona, Daries, and Serra-Cantallops (2021)	Digital society & culture	Digital revolution affects technological, social, and spiritual aspects	Emphasizes cultural importance in digital transformations	Needs more empirical validation
5	Goriss-Hunter, Sellings, and Echter, (2022)	Museums & digital presence	Museums with strong digital presence attract more visitors	Better public management improves tourism engagement	Some institutions fail to manage digital presence effectively
6	Apdillah, Salam, Tania, and Lubis (2022)	ICT in education	ICT enhances student engagement & academic performance	Design-based education fosters learning initiatives	Requires better digital infrastructure
Sr.no	Reference	Key Topic	Findings/Applications	Significant Insights	Drawbacks

7	Khimich (2023)	Communication ethics & digital platforms	Social networks demand early etiquette instruction & privacy awareness	Highlights modern digital ethics	Does not address misinformation concerns
8	Uherková(2023)	Information culture in education	Emphasizes digital literacy as a core educational requirement	Supports the integration of conventional & digital methods	No large-scale empirical studies
9	Alamri, Alamri, Almaiah, and Al-Rahmi (2020)	Teacher explanations & digital education	Digital tools enhance student learning	Visual input is crucial in modern higher education	Limited scope in analysis
10	Barton, Adams, Browne, and Arrastia-Chisholm (2021)	Social media use & academic performance	Online platform use correlates with academic success	Awareness impacts achievement	No mitigating impact of aspiration
11	Rahman&Mithun (2021)	Technostress& academic fatigue	Frequent social media use causes stress & affects academic performance	Information overload is a major factor	Study sample is limited
12	Iqbal et al. (2021)	Privacy & online platforms	Social media has both positive & negative effects on students	Assesses privacy concerns	Data collection was self-reported
13	Bedua et al. (2021)	Social intelligence & academic performance	Social skills, self-awareness, & self-regulation positively affect SNS use	SNS played a critical role in student learning	Does not consider long-term effects
14	Maqableh et al. (2021)	Social media addiction & academic performance	Internet addiction can impact student performance	Positive correlation between social media engagement & learning outcomes	Excludes external academic performance factors
15	Amjad et al. (2022)	Nursing students & social media use	Instagram positively influences academic engagement	No detrimental effect on achievement	Study focuses on health sciences only
16	Nurudeen, Nurudeen, Abdul-Samad, Owusu-Oware, Koi-Akrofi, and Tanye (2023)	Educational data mining & student success	Random Forest achieved 98% accuracy in predicting academic performance	Technology significantly impacts student learning	Limited to Kaggle datasets
17	Kalam, Goi, and Tiong (2023)	Social media impact factor (SMIF) model	Social media has an adverse impact on academic success	30.7% diversity explanation & 55.4% estimation quality	Lacks broader demographic analysis
18	Zainal&Rahmat (2020)	Uses & gratification of social media	Social media use enhances academic achievement via video streaming	Socializing aids educational engagement	Limited sample size
19	Fackler, Malmberg, and Sammons (2021)	Teacher self-efficacy & educational equity	English-speaking countries show more similarities in learning environments	Teacher self-efficacy impacts institutional predictors	Different educational systems yield varying results
20	Sakhieva et al. (2024)	Social media multitasking & GPA	Negative correlation between social media use & GPA	Homework & social networking are interconnected	Perception vs. reality gap in student engagement
Sr.no	Reference	Key Topic	Findings/Applications	Significant Insights	Drawbacks

21	Kolhar, Kazi, and Alameen (2021)	Social media use patterns	Snapchat is most popular among students (45%), followed by Instagram (22%)	Different social platforms impact academic performance differently	Limited data on platform-specific effects
22	Nti, Akyeramfo-Sam, Bediako-Kyeremeh, and Agyemang (2022)	Decision Tree (DT) for prediction	Identifies correlations between social media usage, in-class use, & academic performance	Conflicting research findings; challenges in establishing causation	Social media usage rate & in-class use partially affect GPA
23	Yağcı (2022)	Random Forest (RF) for academic success	Predicts final grades, helps early identification of at-risk students	Aids early failure prediction & decision-making	Limited dataset; excludes external factors
24	Alam and Mohanty (2022)	Decision Tree & student performance	ML predicts academic performance, aiding educational planning & teaching strategies	Academic performance depends on multiple factors	Data preprocessing challenges
25	Chen, Zeng, Liao, and Guo (2025)	Academic stress & problematic Internet use	Meta-analysis of 49 studies found a positive correlation	Mixed academic stress has a stronger link to problematic Internet use	Measurement tools for academic stress need improvement
26	Ning and Inan (2024)	SNS addiction & academic performance	SNS addiction negatively affects GPA; self-control mediates this effect	Anxiety & stress from SNS addiction weaken self-control's positive impact on GPA	Limited to a sample of 251 students; lacks long-term analysis

The section provides a general summary of that social media is mostly used by under graduates for social contact and enjoyment rather than for academic goals. The findings address about the popularity of various platforms and how usage habits, such as time spent on each platform choice, affect students' academic achievement and research engagement.

Statistical Analysis of the Studies

Figure 2 shows the 1 percent of students utilized online platforms for learning when it related to the platforms' intended uses. However, 43% of them visited social networking sites as a way to kill time, and 35% of them utilized social media to connect with people (such as Facebook, WhatsApp, and Snapchat) (Kolhar, Kazi, & Alameen, 2021).

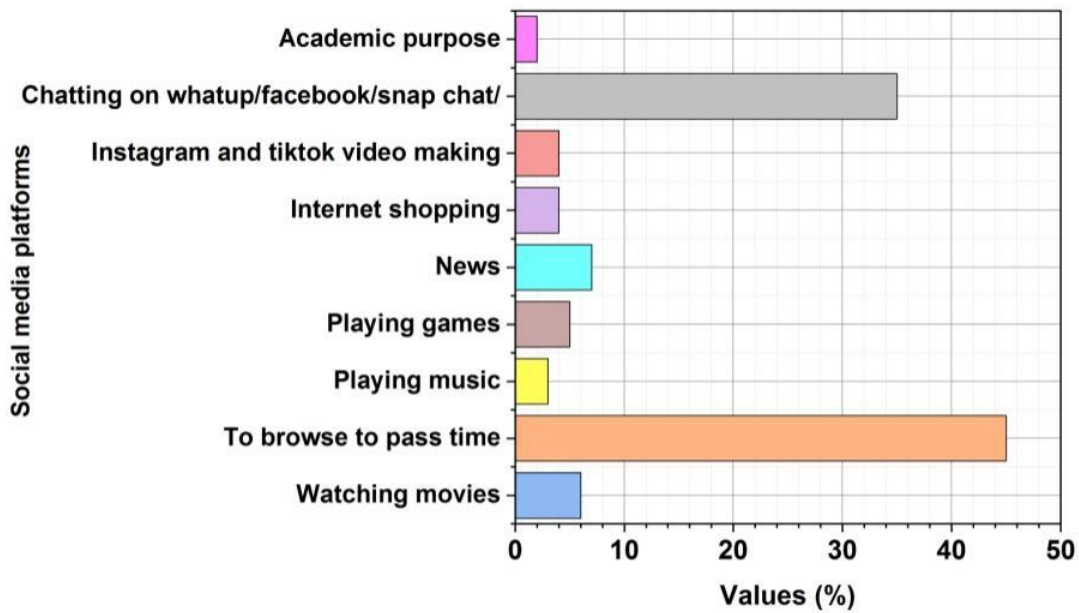


Figure 2. Graphical Representation of the Social Media Platforms

The distribution of student social media usage is shown in **Figure 3**. According to 45% of students, Snapchat is the most popular platform. Twitter has an audience of 18% of students, while Instagram comes in second at 22%. The YouTube and WhatsApp demonstrate of 8% and 7%, respectively. However, only 2% of students use Facebook, making it the least popular platform. The data demonstrates that different student’s preferences are for social networking platforms. The research indicates that the type of contact and length of time spent on digital media have an impact on academic performance (Kolhar, Kazi & Alameen, 2021).

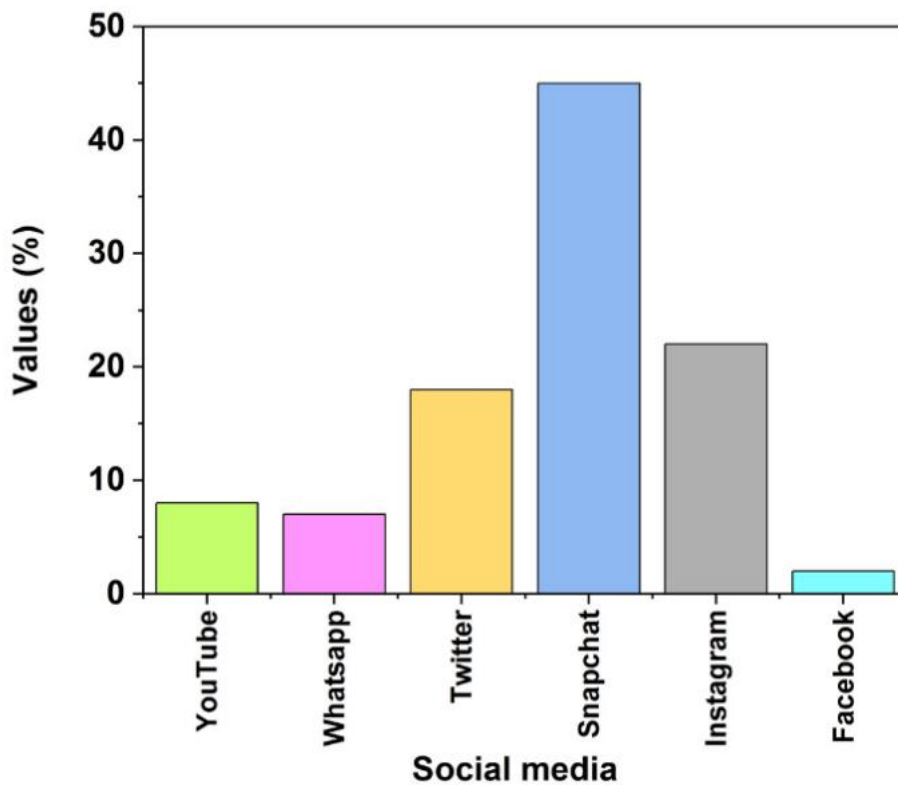


Figure 3.Most Widely Used Social Media Sites by Students

DISCUSSION

The research looks at the effect of online activities on academic achievement and finds that the majority of them use it more for socializing and enjoyment than for learning. The most widely used platforms are Snapchat, Instagram, and Twitter, where students mostly use them to pass the time and make connections. When the listener adopts the attitudes that the communicator conveys, da'wah communication is effective (Briandana, Doktoralina, Hassan, & Hasan, 2020). Experience, social culture, individual characteristics, and the psychological context all affect how people interpret communications. The hypodermic needle idea in mass communication literature makes the assumption that the public is less intelligent than the traditional media. Because the audience, which consists of community participants, is active, there is no middleman between the information and the recipient; the target receives and accepts the message that is disseminated to the public directly. While the number of computers with internet access has no effect on academia efficiency across all quantiles, the percentage of female pupils has a substantial impact on all quantiles. Internet access evident that the sconditional distribution of efficiency is quantile dependent as other factors exhibit distinct behaviors based on the quintiles (Ulkhay, Oggioni, & Riccardi, 2024). The findings offered here point to various policy ramifications for schools in Southern-Eastern Asia, suggesting distinct approaches for institutions with varying degrees of efficiency. The performance evident that lower efficiency schools gain more from having more female pupils than do better efficiency ones. According to the research, academic performance is impacted by the varieties of social media used and the amount of time spent. Social Media's limited significance in academic activates suggests that despite its widespread use, it may not have a significant positive impact on student's instructive outcomes.

CONCLUSIONS

The significance of digital platforms in raising Southeast Asian student achievement in academia is highlighted by this study. Social media platforms have proven to be successful in addressing typical problems in traditional education, such as poor engagement among students and passive learning, by promoting engagement, collaborative learning, and improved communication skills. Research indicates that integrating social media into the classroom fosters self-directed learning and boosts student engagement and motivation. However, a number of factors, such as the platform's efficacy and the need to combine academic responsibilities with leisure activities, determine how social media use affects academic accomplishment. The social media recommended that more research be done to investigate how convinced social media methods can be improved for academic achievement in diverse cultural backgrounds. The majority of the data used in this review could not accurately reflect the changing trends of social media use. Additionally, the review's focus on Southeast Asia limits the findings' generalizability to other areas with diverse cultural origins. Future investigations might examine Studies designed to evaluate the long-term impacts of internet use on academic achievement. Furthermore, studying the effects of specific media platforms and its educational features may provide deeper understandings of how to improve educational methods for various types of students.

LIMITATIONS

The limitations of the findings are limited to Southeast Asia, making them less generalize to regions with different cultural backgrounds. Additionally, the rapidly evolving nature of social media trends may render some insights outdated. The balance between academic and leisure use remains unclear, and the effectiveness of different social media strategies requires further research for validation. To evaluate the long-term impacts of networking sites on pupil achievement, future study can investigate longitudinal studies performance. Examining specific platforms and their educational features may provide deeper insights. Expanding studies beyond Southeast Asia can improve applicability to diverse regions, while analyzing cultural influences on social media-based learning strategies can help refine effective educational methods.

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CONFLICT OF INTEREST

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interests.

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