

## **Literature Review on The Impact of Social Media on Social Interaction in Schools**

Patrisia Rahayu Utami

Department of Sociology Education, Faculty of Teacher Training and Education, Tanjungpura University,  
Pontianak, Indonesia

Corresponding Email: patrisia.rahayu.utami@fkip.untan.ac.id

### **Abstract**

This literature study examines the influence of social media on social interactions in schools by collecting and analyzing various studies conducted by previous researchers. With the increasing use of social media among students, it is important to understand how social media influences school interactions by focusing on positive and negative effects. The findings from this study show that social media can influence social interactions at school in both positive and negative ways. On the one hand, social media makes communication between students easier and maintains their relationships both outside of school and at school. On the other hand, studies also identify negative impacts, such as the emergence of anti-social attitudes due to excessive use of social media. Based on the results of the literature review, it is necessary to take a holistic approach to understanding the influence of social media on social interactions in schools. The lack of research on the impact of social media on social interactions in schools requires further research to explore effective strategies for managing social media use and identify best practices that can support healthy social interactions in the digital era.

Keywords: social media, social interaction

### **INTRODUCTION**

Technological developments in the digital era are now an integral part of human life. We are required to be aware of technology, which is developing very quickly. One of the notable advancements is the emergence of various social media platforms, allowing us to connect easily without the constraints of distance and time. Social interaction on social media occurs through multiple platforms such as Facebook, Instagram, Twitter, and TikTok. These platforms serve multiple purposes, including communication, information sharing, uploading daily activities, and expressing feelings through status updates. Social media platforms have wide access and reach, thereby changing the way we interact with friends and family, including influencing social interactions at school.

Social contact and communication are essential for social interaction. Currently, technological developments make it easier for us to connect without meeting in person, facilitating social contact and communication. According to Soekanto (2005), there are three forms of social contact: between individuals, between individuals and groups, and between groups of people. Meanwhile, communication involves one person giving an interpretation to another, which can take the form of conversation, bodily movements, or attitudes. Feelings that a person wants to convey elicit reactions from others. Attitudes and feelings can be recognized by individuals or groups through communication, allowing them to gauge the reactions they will receive.

Communication touches every aspect of our lives; research reveals that humans spend 70% of their time communicating. On social media, individuals can connect and communicate due to robust features that allow for sharing information, specific moments, or feelings with others, who can then respond (Rakhmat, 2008). Social media interaction is widely accessed by various groups, including students from different educational levels. This interaction process enriches students' social experiences and is crucial for their social and emotional communication. It is a significant part of our daily lives, with research showing that people

spend 70% of their time communicating. Social media platforms enable individuals to connect and communicate by providing features for sharing information, capturing specific moments, and expressing feelings. These interactions are accessible to various groups, including students at different educational levels, and play a vital role in enriching their social experiences and contributing to their social and emotional development. The primary purpose of social interaction on social media is to maintain connections with friends beyond school hours and to share real-time experiences. However, the use of social media by students also raises concerns, such as potential distractions from schoolwork, diminished quality of in-person interactions at school, and the risk of neglecting physically present friends in favor of digital devices, as well as an increase in negative social behaviors.

This study aims to investigate how social media affects social interactions in schools by reviewing existing literature. It is expected to offer valuable insights for parents, educators, and policymakers in creating a school environment that supports students' social and emotional development in the digital era while also addressing the potential negative impact of social media on social interactions in schools.

## **METHOD**

A systematic literature review (SLR) is used in this literature study. The purpose of SLR is to identify, examine, and evaluate specific relevant research to answer questions within a study (Purworaharjo & Firmansyah, 2018). The synthesis of findings in SLR can be presented as either narrative (descriptive) or quantitative (meta-analysis). In this writing, the SLR is narrative (descriptive) in explaining the influence of social media on social interactions in schools (Oktaviani, 2021).

### **Research Question**

Research questions are necessary for planning the literature search based on the chosen topic. The research questions in this study are:

RQ1: "What social media platforms are used by students?"

RQ2: "What are the positive effects of social media on social interactions in schools?"

RQ3: "What are the negative effects of social media on social interactions in schools?"

### **Inclusion and Exclusion Criteria**

Clearly defined inclusion and exclusion criteria in research provide a framework to ensure consistency in decision-making and to identify relevant studies. Inclusion criteria are the standards that determine which studies are included in the systematic literature review (SLR).

In this research, the inclusion criteria are:

1. Journals published from 2014 to 2024.
2. Studies focusing on students in elementary schools, junior high schools, and high schools.
3. Studies presenting the impact or influence of social media on social interactions in schools.
4. Research designs considered include quantitative, qualitative, and mixed methods studies.

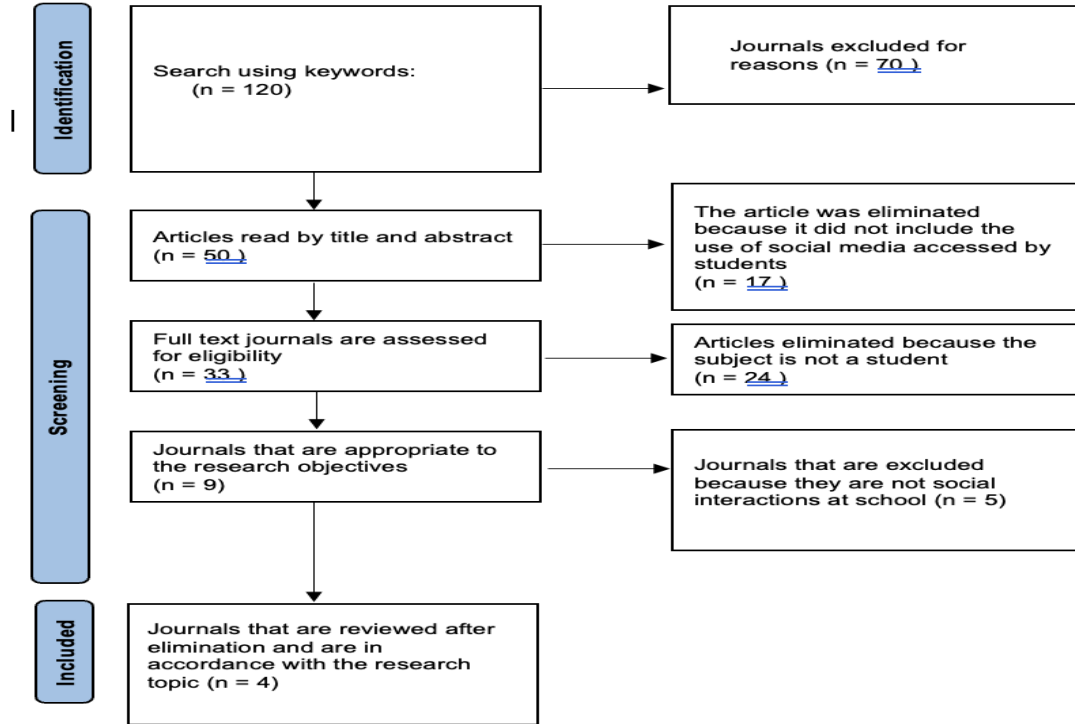
Exclusion criteria are the standards that disqualify research subjects from representing a sample because they do not meet the necessary requirements (Rinaldi & Mujiyanto, 2017). The exclusion criteria for this research are:

1. Studies not related to social media.

## 2. Studies not related to social interactions in schools.

### Literature Database

Google Scholar was used to search for literature studies in this research. The keywords used for data retrieval were “impact of social media” and “social interactions in schools,” limited to the years 2014–2024. The identified literature studies were then selected based on the inclusion and exclusion criteria and prepared for analysis.



**Figure 1.** *Prisma study flow diagram*

Through the literature search using Google Scholar, hundreds of articles were found and narrowed down to 120 articles. From these 120 articles, 70 were eliminated based on the exclusion criteria. Titles and abstracts of 50 articles were reviewed, resulting in 17 articles that did not involve social media accessed by students. A total of 33 articles were read in full and further eliminated because their subjects were not students. Out of the nine remaining articles, five were eliminated because they did not pertain to social interactions within the school environment. Ultimately, four articles met the inclusion and exclusion criteria and will be discussed in this systematic literature review (SLR).

### RESULTS AND DISCUSSION

The following table presents the list of selected literature studies.

#### Notes:

- RQ: (Research Question) or the research questions serve as a reference for the literature search process, as outlined in the methodology section of this study.
- ✓: Indicates that information or data regarding the RQ is present in the literature study and can be used in the research.
- ✗: Indicates that information or data regarding the RQ is not present in the literature study.

**Table 1.** *Quality Assessment*

No	Title	Author	Year	RQ1	RQ2	RQ3
1	The Role of Instagram Social Media on Social Interactions Among Students at SMA Negeri 2 Palopo (Case Study of Social Studies Class XI)	Nurul Khicmah	2018	Instagram	√	X
2	The Influence of Facebook on Social Interactions of Students at MAN Palu	Nur Eka Wahyuningsih Riyadi	2023	Facebook	√	√
3	The Impact of WhatsApp Usage on Social Interactions of Students at SMA Negeri 5 Pekanbaru	Ardian Toni	2022	Whatsapp	√	√
4	The Role of Instagram Social Media in Social Interactions Among Students at SMA Negeri 1 Manado (Study on the Science Major Class of 2012)	Randolf A. Manampiring	2015	Instagram	√	X

(Khicmah, 2019), <sup>2</sup>(Riyadi, 2023), <sup>3</sup>(Toni, 2022) , <sup>4</sup>(Manampiring, 2015)

After reviewing the titles, abstracts, and full content of all the studies, we identified four studies that met the inclusion and exclusion criteria, published in 2018, 2015, 2022, and 2023. The journals indicate the use of social media by students. All the journals mention the positive effects of social media on social interactions in schools, but not all discuss the negative effects. The amount of literature found is very limited, as only a few address the influence of social media on social interactions in schools.

**Results of RQ1:** Several social media platforms used by students in schools include: Herbert Mead states that individuals develop their self-concept through interactions with others in their society (Ani, 2015). Communication is how this occurs. By communicating, we learn about ourselves through others, who can serve as mirrors reflecting our image. According to Charles H. Cooley, the self-concept is defined as a self-view primarily determined by how others perceive us. In this context, he emphasizes the significant responses of others, which are seen as subjective sources of information about oneself.

Interactions can occur both directly and indirectly. Direct interaction happens when two or more people meet and communicate face-to-face, while indirect social interaction occurs when two or more individuals communicate through media such as phone calls, letters, emails, or social media. After conducting a search and selection regarding the influence of social media on social interactions in schools, four pieces of literature were identified for discussion in this study. Among these four sources, Instagram was the most frequently used social media platform, appearing in two studies, while Facebook and WhatsApp were each mentioned in one study.

**Journal 1:** The research was conducted at SMA Negeri 2 Palopo, with 89 students from the XI IPS class using Instagram as subjects.

**Journal 2:** The research was carried out at MAN 1 Palu, involving 83 students. The sample in this study was selected with the criterion of students who actively use the social networking site Facebook.

**Journal 3:** The study took place at SMA Negeri 5 Pekanbaru, with a population of 143 students from classes XI and XII IIS. A random sample of 59 students was drawn using Slovin's formula. The social media platform investigated was WhatsApp.

**Journal 4:** The research was conducted at SMA Negeri 1 Manado (Study on the Science Major Class of 2012). Instagram was identified as the most accessed social media platform by students at SMA Negeri 1 Manado.

Social media, also known as "social media," is a type of online platform that facilitates social interaction and uses web-based technology to transform communication into interactive discussions (Doni, 2017). Some of the most popular social media sites today include WhatsApp, Facebook, YouTube, Twitter, Wikipedia, blogs, and more. In the current internet era, people of various ages and social groups can access social media. It can serve as a space for entertainment, sharing, and self-presentation. Depending on how it is used, social media can have both positive and negative effects. Students use WhatsApp, Instagram, Facebook, TikTok, and other social media platforms.

Atmoko (2012) states in the Handbook that Instagram is a photo-sharing application that allows users to take photos, apply digital filters, and share them across various social networking sites. Instagram is a platform that enables users to capture photos, enhance them with filters, and distribute them to different social networking services. Arifin (2009) describes Facebook as an online social networking site that allows users to interact and share information worldwide. Saputra & Santoso (2010) explain that Facebook is a social networking website where people can join communities based on their workplaces, schools, cities, and other locations to interact and connect with others. Users can also update their profiles, add friends, and send messages.

In conclusion, Facebook serves as a tool for communication and information sharing, even allowing users to express their identities through personal profiles from a distance and without time constraints, facilitating interaction easily without the need for face-to-face meetings. Meanwhile, WhatsApp is defined as an internet-based application that is one of the most popular impacts of information technology development. WhatsApp is used as a potential communication medium because it simplifies interactions between users at an affordable cost, as the application utilizes internet data (Pranajaya & Wicaksono, 2017).

### **Results of RQ2: The Positive Influence of Social Media on Social Interactions in Schools**

Four journals met the inclusion criteria from the selected studies. All journals indicate that social media positively influences social interactions in schools. Content analysis will be used to examine the studies regarding the effects of social media on social interactions in schools, both positive and negative. Klaus Krippendorff describes content analysis as a research method aimed at determining the meaning of texts through procedures that are reliable, applicable in various contexts, and valid (Maghfiroh, 2021).

Here are the positive impacts of social media on social interactions in schools:

**Journal 1:** The study results indicate that Instagram has the most significant influence on student behavior. Students use the instastory feature to express their feelings or activities. The

posts they create can evoke sympathy among peers. According to data from 89 students, 6% believe that social media plays a role in their social interactions at school, while 5% feel it does not.

**Journal 2:** The assessment results show that, in addition to facilitating connections with others, the use of Facebook can also enhance social interaction skills.

**Journal 3:** The study found a positive impact of social media usage, specifically WhatsApp, on student interactions at school, such as group learning and obtaining and sharing information about school or assignments.

**Journal 4:** The research results demonstrate that the use of social media, particularly Instagram, has a positive effect on social interactions in schools, especially as the platform is used for students to express their emotions and foster friendships among peers. Students with more followers are favored by their classmates. Current Instagram posts can elicit sympathy and enable students to change their behavior regarding the content they share on the platform.

### **The focus of the Study: Positive Effects of Social Media Usage on Social Interactions in Schools**

This study examines the results of research on the positive influence of social media use on social interactions in schools. Journals 1 and 4 both investigate the use of Instagram as a social media platform. Journal 1 was conducted at SMA Negeri 2 Palopo (Case Study of the XI IPS Class), while Journal 4 was carried out at SMA Negeri 1 Manado. Both journals share eight common indicators and employ a descriptive qualitative research method. Below are the results of social interactions from Journals 1 and 4:

1. **Emotional Expression:** Journals 1 and 4 indicate that Instagram is seen as a medium for students to express their emotions. In Journal 1, of the 82 students sampled, 50% reported that Instagram plays a role in emotional expression, while in Journal 4, 65% of the 40 students surveyed agreed.
2. **Friendship Development:** Journal 4 explains that sharing photos or videos can enhance friendships, with 42.5% (17 students) affirming this. Journal 1 also notes this without providing percentages, stating that social media fosters friendships even without direct meetings, such as during inter-school competitions.
3. **Personal Identity:** Journal 1 indicates that 30% of students use Instagram accounts as personal identities by providing complete personal information, enabling old friends or relatives to recognize them quickly. Journal 4 shows that 67.5% (27 students) use their accounts for personal identification, meaning those with more followers tend to be more recognized in their school environment.
4. **Entertainment Information Seeking:** Journal 1 states that 19% of students use Instagram to seek entertainment-related information. Journal 4 also notes this but without specifying a percentage, indicating that students use Instagram primarily for entertainment rather than other types of information.
5. **Imitative Behavior:** Journal 1 mentions that 15% of students sometimes imitate each other's posts on Instagram, while Journal 4 corroborates this, with 82.5% (33 students) stating they sometimes do so.
6. **Behavioral Influence:** Journal 1 states that Instagram influences students' behavior, with 50% becoming more consumer-oriented, while Journal 4 indicates that 62.5% (25



students) experienced a change in behavior, though the specific behaviors were not detailed.

7. **Interest Identification:** Journal 1 mentions that Instagram helps identify students' interests, such as artists, news, food, sports, and fashion, at a rate of 62%. Journal 4 does not provide a percentage but states that Instagram helps identify liked artists, movie characters, or cartoons.
8. **Sympathy Toward Posts:** Journal 4 found that 67.5% (27 students) feel that Instagram posts can evoke sympathy, while Journal 1 notes that 29% of students feel similarly.

**Journals 1 and 4** demonstrate the positive effects of social media usage on school social interactions. Journal 1 states that 86% (71 students) of XI IPS class students using Instagram still engage in direct interactions. This is attributed to the fact that direct interactions provide more feedback and responses than those through social media, and misunderstandings can be avoided through face-to-face communication. Among students from the 2012 IPA class at SMA Negeri 1 Manado, 67.5% believe that Instagram plays a role in their social interactions at school, with 12.5% considering that it may play a role and 20% feeling that social media does not contribute to their social interactions.

**Journal 2** investigates how Facebook usage impacts social interactions among students at MAN 1 Palu. The quantitative research conducted through surveys shows that Facebook usage affects social interactions by 49%, while other variables also play a role. Facebook has several positive influences, including helping users get to know each other (61.4%), communicate (67.5%), comment on statuses (63.9%), comment on uploaded photos (59%), comment on uploaded videos (59%), chat with friends (61.4%), chat with teachers (55.4%), discuss with friends in groups (62.7%), exchange information about school issues with friends (68.7%), ask friends about assignments (72.3%), and ask teachers about assignments (71.2%). It can be concluded that Facebook facilitates student connections and enhances their social interaction skills, which subsequently influences their interactions in their environments.

**Journal 3** examines the influence of WhatsApp on student interactions at SMA Negeri 5 Pekanbaru. This research employs a quantitative correlational approach. The findings indicate that WhatsApp usage impacts student interactions at SMA Negeri 5 Pekanbaru by 28.2%.

### **Results of Analysis RQ3: Negative Effects of Social Media on Social Interactions in Schools**

The following are the negative impacts of social media on social interactions in schools:

**Journal 1:** The negative effects are not explained in the article.

**Journal 2:** The negative impact of social media on social interactions at school indicates that students who excessively use Facebook exhibit antisocial behavior towards their environment.

**Journal 3:** The negative impact of WhatsApp is that many students communicate through messages on WhatsApp during learning activities, but the conversations often revolve around dating plans or socializing rather than positive engagements.

**Journal 4:** The negative effects are not discussed in the journal.

Both Journals 1 and 4 do not address the negative impact of social media on social interactions in schools. Journal 2 highlights the negative effects of Facebook, noting that excessive use can lead to antisocial attitudes among students. Conflicts among students at MAN 1 Palu have occurred due to differing opinions expressed on Facebook, leading to disagreements. It can be concluded that positive use of Facebook correlates with positive social interactions among students.

Journal 3 identifies several issues related to WhatsApp usage among students. Many students chat with each other during lessons, but their conversations often center around dating or socializing rather than educational topics, resulting in limited constructive interactions.

Additionally, Journal 3 finds that five out of ten students often spend more than six hours online daily. They prefer using the internet over socializing face-to-face with peers. Although students and teachers know the passwords for accessing the school's internet, the school does not restrict access to certain websites, allowing students to browse freely.

Students can post statuses on WhatsApp, which can be constructive, or express personal feelings that may offend readers. This often leads to inappropriate comments and the sharing of harmful images. While WhatsApp facilitates communication, it can also be misused to undermine others through offensive messages, resulting in negative impacts. Furthermore, the negative influence of WhatsApp may reduce social interactions among students at school, as they tend to communicate more through WhatsApp. For example, when conflicts arise, they prefer discussing issues via messages on WhatsApp rather than meeting face-to-face, leading to minimal direct social interactions among students.

## CONCLUSION

The literature review on the influence of social media on social interactions in schools indicates that social media has both positive and negative impacts. Based on various studies discussed, several conclusions can be drawn:

1. Among the four sources, the most widely used media are Instagram (2), TikTok (1), and WhatsApp (1).
2. Social media helps maintain student relationships by enabling communication without regard to distance and time. It allows students to explore and express their identities, share information, and showcase their interests and opinions, influencing how they are perceived by peers at school. Conversely, excessive use of social media can diminish students' involvement in face-to-face interactions at school.
3. The literature review concludes that social media affects social interactions in schools; however, the outcomes depend on how it is managed. With the right approach, social media can serve as an effective tool to enhance social interactions and support student development. Nevertheless, careful attention to potential risks and the implementation of appropriate mitigation strategies are essential to ensure that the benefits of social media are maximized.

## SUGGESTIONS

Several recommendations based on the research findings include:

1. Further studies are needed to explore the influence of social media on interactions in schools, as the existing literature is still limited and rarely addresses this topic.
2. In the current digital era, educators are expected to be aware of the developments in information technology, particularly through social media that students frequently access. Every educator should be committed to establishing a foundation of ethical knowledge regarding social media to maintain positive relationships among peers and prevent cyberbullying among students.



## REFERENCES

- Ani, A. M. (2016). Memahami Komunikasi Antarpribadi dalam Perkawinan Campuran Pasangan Suami Istri Beda Negara Indonesia Italia. *Jurnal The Messenger*, 7(1), 35-40.
- Arifin, H. (2009). Nongkrong asyik di internet dengan facebook. *Jakarta: Buku Kita*.
- Dwi Atmoko, B. (2012). Instagram Handbook Tips Fotografi Ponsel. *Jakarta: Media Kita*.
- Doni, F. R. (2017). Perilaku Penggunaan Smartphone Pada Kalangan Remaja. *Journal Speed Sentra Penelitian Engineering Dan Edukasi*, 9(2), 16-23.
- Khicmah, N. Peranan Media Sosial Instagram terhadap Interaksi Sosial Antar Siswa SMA Negeri 2 Palopo (Studi Kasus Jurusan IPS Kelas XI). *LaGeografia*, 16(2), 52-60.
- Maghfiroh, S. T. (2021). *Analisis Media Game Terhadap Keaksaraan Awal Anak Usia 5-6 Tahun Berdasarkan Kurikulum 2013: Penelitian Analisis Konten Terhadap Game Secil Pelajaran TK dan PAUD* (Doctoral dissertation, Universitas Pendidikan Indonesia).
- Manampiring, R. A. (2015). Peranan media sosial Instagram dalam interaksi sosial antar siswa SMA Negeri I Manado (Studi pada Jurusan IPA Angkatan 2012). *Acta Diurna Komunikasi*, 4(4).
- Oktaviani, I. (2021). *Pengaruh Penggunaan Media Pembelajaran E-Learning Berbasis Edmodo Terhadap Hasil Belajar (Systematic Literature Review)* (Doctoral dissertation, Universitas Pendidikan Indonesia).
- Pranajaya, P., & Wicaksono, H. (2018). Pemanfaatan Aplikasi Whatsapp (Wa) Di Kalangan Pelajar: Studi Kasus Di Mts Al Muddatsiriyah Dan Mts Jakarta Pusat. *Orbith: Majalah Ilmiah Pengembangan Rekayasa Dan Sosial*, 14(1).
- Purworaharjo, S., & Firmansyah, G. (2018). Tinjauan literatur secara sistematis pada self-service business intelligence. *Konferensi Nasional Sistem Informasi (KNSI) 2018*.
- Rakhmat, J. (2008). *Psikologi Komunikasi*. Jakarta Pusat: Remaja Rosdakarya.
- Rinaldi, S. F., & Mujianto, B. (2017). Metodologi Penelitian dan Statistik Inklusi dan Eksklusi. In *Inklusi dan Eksklusi* (Vol. 112).
- Riyadi, N. E. W. R. (2023). Pengaruh Facebook Terhadap Interaksi Sosial Peserta Didik di MAN 1 Palu: The Effect of Facebook on Students' Social Interaction at MAN 1 Palu. *Jurnal Kreatif Online*, 11(1), 49-59.
- Saputra, A., & Santoso, S. B. (2011). *Analisis Pengaruh Kepuasan, Kualitas, Dan Experiential Marketing Terhadap Word Of Mouth Situs Jejaring Sosial Facebook Pada Mahasiswa Fe Undip Semarang* (Doctoral dissertation, Universitas Diponegoro).
- Soekanto, S. (2005). *Sosiologi Suatu Pengantar*. Depok: PT. Raja Grafindo Persada.
- TONI, A. (2022). *Pengaruh Penggunaan Whatsapp Terhadap Interaksi Sosial Siswa Di Sekolah Menengah Atas Negeri 5 Pekanbaru* (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau).