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**HUBUNGAN INTENSITAS PENGGUNAAN MEDIA SOSIAL INSTAGRAM
DAN TIKTOK TERHADAP PRESTASI AKADEMIK REMAJA**

RINCIAN HALAMAN (xi + 147 halaman, 12 table, 13 gambar, 9 lampiran)

ABSTRAK

Tujuan

Prestasi akademik remaja Indonesia menunjukkan tren penurunan yang mengkhawatirkan. Laporan *Programme for International Student Assessment (PISA)* tahun 2022 yang dirilis *Organisation for Economic Co-operation and Development (OECD)* mencatat penurunan capaian literasi, numerasi, dan sains siswa Indonesia dibandingkan hasil tahun 2018 (Wildi, 2023). Kondisi ini muncul pada saat sistem pendidikan semakin terintegrasi dengan teknologi digital dan pembelajaran berbasis platform digital khususnya media sosial menjadi bagian besar dari keseharian remaja. Instagram tercatat memiliki 90.183.200 pengguna pada Januari 2025, meningkat 1,4 juta dibanding Februari 2024, dan survei APJII 2023–2024 menunjukkan 51,9% Generasi Z Indonesia sering mengakses Instagram. TikTok juga mencatat waktu pemakaian tertinggi dengan rata-rata 44 jam 54 menit per bulan pada November 2024 (We Are Social, 2024). Tujuan penelitian ini untuk melihat hubungan intensitas penggunaan media sosial Instagram dan TikTok serta frekuensi konten edukatif pada kedua platform terhadap prestasi akademik remaja.

Metode

Penelitian ini menggunakan pendekatan kuantitatif dengan desain analitik observasional dan rancangan potong lintang (*cross-sectional*). Penelitian dilaksanakan di SMA Negeri 6 Depok pada bulan September–Oktober 2025. Populasi penelitian adalah seluruh siswa aktif berusia 15–18 tahun dengan sampel yang dipilih menggunakan teknik *purposive sampling* dengan jumlah 48 responden. Intensitas penggunaan Instagram dan TikTok diukur dengan kuesioner *Social Networking Time Use Scale (SONTUS)* yang telah diadaptasi ke Bahasa Indonesia, mencakup frekuensi

dan durasi penggunaan dalam berbagai konteks selama satu minggu terakhir. Paparan konten edukatif diukur dengan dua butir pertanyaan tertutup mengenai frekuensi kemunculan konten edukatif pada *Reels* Instagram dan *For You Page* TikTok. Prestasi akademik diperoleh dari rata-rata nilai harian siswa. Analisis data meliputi analisis univariat dengan distribusi frekuensi dan persentase, serta analisis bivariat dengan uji Korelasi Spearman.

Hasil

Hasil analisis bivariat menunjukkan terdapat hubungan negatif signifikan antara intensitas penggunaan Instagram dan prestasi akademik ($p < 0,001$; $\rho = -0,549$) serta antara intensitas penggunaan TikTok dan prestasi akademik ($p = 0,001$; $\rho = -0,476$). Sebaliknya, frekuensi akses konten edukatif tidak berhubungan signifikan dengan prestasi akademik baik pada Instagram ($p = 0,367$; $\rho = 0,133$) maupun TikTok ($p = 0,453$; $\rho = 0,111$).

Kesimpulan

Berdasarkan hasil penelitian didapatkan peningkatan intensitas penggunaan Instagram dan TikTok berkaitan dengan penurunan prestasi akademik, sedangkan frekuensi akses konten edukatif saja belum menunjukkan pengaruh yang konsisten terhadap prestasi akademik.

Daftar Pustaka : 124 (2001-2025)

Kata Kunci : Instagram, TikTok, intensitas penggunaan, konten edukatif, prestasi akademik, remaja.

FACULTY OF MEDICINE

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**THE ASSOCIATION BETWEEN THE INTENSITY OF INSTAGRAM AND
TIKTOK OF SOCIAL MEDIA USE AND ACADEMIC ACHIEVEMENT IN
ADOLESCENTS**

PAGE DETAIL (xi + 147 pages, 12 tables, 3 pictures, 9 appendices)

ABSTRACT

Objective

Indonesian youth academic achievement showed a decline in the Programme for International Student Assessment (PISA) report released by the Organisation for Economic Co-operation and Development (OECD), which recorded a decline in literacy, numeracy, and science achievement among Indonesian students compared to 2018 (Wildi, 2023). This situation arises at a time when the education system is increasingly integrated with digital technology, and digital platform-based learning, especially social media, has become a major part of adolescents' daily lives. Instagram recorded 90,183,200 users in January 2025, an increase of 1.4 million compared to February 2024. A 2023–2024 APJII survey showed that 51.9% of Indonesian Generation Z frequently accessed Instagram. TikTok also recorded the highest usage time, with an average of 44 hours and 54 minutes per month in November 2024 (We Are Social, 2024). The purpose of this study was to examine the relationship between the intensity of Instagram and TikTok social media use and the frequency of educational content on both platforms on adolescents' academic achievement.

Method

This study used a quantitative approach with an observational analytical design and a cross-sectional design. The study was conducted at SMA Negeri 6 Depok in September–October 2025. The study population was all active students aged 15–18 years, with a sample selected using a purposive sampling technique with a total of 48 respondents. The intensity of Instagram and TikTok use was measured using the Social Networking Time Use Scale (SONTUS) questionnaire adapted into Indonesian, covering the frequency and duration of use in various contexts during the past week. Exposure to educational content was measured with two closed-ended questions regarding the frequency of educational content appearing

on Instagram Reels and TikTok's For You Page. Academic achievement was obtained from students' average daily grades. Data analysis included univariate analysis with frequency and percentage distributions, and bivariate analysis with the Spearman Correlation test.

Result

The results of the bivariate analysis showed a significant negative relationship between the intensity of Instagram use and academic achievement ($p < 0.001$; $\rho = -0.549$) and between the intensity of TikTok use and academic achievement ($p = 0.001$; $\rho = -0.476$). In contrast, the frequency of accessing educational content was not significantly related to academic achievement on either Instagram ($p = 0.367$; $\rho = 0.133$) or TikTok ($p = 0.453$; $\rho = 0.111$).

Conclusion

Based on the research results, it was concluded that increasing the intensity of Instagram and TikTok use was related to a decrease in academic achievement, while the frequency of access to educational content alone did not show a consistent effect on academic achievement.

Reference : 124 (2001-2025)

Keywords : *Instagram, TikTok, intensity of use, educational content, academic achievement, teenagers, adolescents.*