ABSTRAK

HEFLINDO SINAGA. Pengaruh Kebiasaan *Scrolling* Media Sosial Terhadap Konsentrasi Belajar Mahasiswa Pendidikan Masyarakat Fakultas Ilmu Pendidikan Universitas Negeri Medan. Skripsi. Medan: Fakultas Ilmu Pendidikan, Universitas Negeri Medan 2026.

Penelitian ini bertujuan untuk mengetahui pengaruh kebiasaan *scrolling* media sosial terhadap konsentrasi belajar mahasiswa Pendidikan Masyarakat Fakultas Ilmu Pendidikan Universitas Negeri Medan. Pendekatan dalam penelitian ini adalah kuantitaif asosiatif. Populasi dalam penelitian ini berjumlah 331 orang mahasiswa. Teknik pengambilan sampel menggunakan *proportionate stratified random sampling* yaitu dengan cara membagi populasi ke dalam beberapa strata atau kelompok berdasarkan karakteristik tertentu. Sampel yang digunakan berjumlah 77 orang mahasiswa di jurusan Pendidikan Masyarakat dengan error tolerance 10%. Pengumpulan data dilakukan melalui penyebaran angket, kemudian diolah dengan uji regresi linear sederhana. Hasil analisis data diketahui bahwa terdapat pengaruh yang signifikan terhadap konsentrasi belajar, dengan t_{hitung} (3.3898) > t_{tabel} (1.665) serta F_{hitung} 15.195 dengan signifikansi 0,000 < 0,05, Karena $t_{hitung} > t_{tabel}$, maka dapat disimpulkan bahwa H0 ditolak dan H_a diterima. Dengan Nilai koefisien determinansi (R^2) sebesar 0,168 yaitu 16,8% variasi konsentrasi belajar dijelaskan oleh faktor kebiasaan *scrolling* media sosial sedangkan sisanya 83,2% dipengaruhi oleh faktor di luar penelitian.

Kata kunci: Kebiasaan *scrolling* media sosial, Konsentrasi belajar

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ABSTRACT

HEFLINDO SINAGA. The Influence of Social Media *Scrolling* Habits on the Learning Concentration of Community Education Students Faculty of Education, State University of Medan. Skripsi. Medan. Faculty of Education, State University of Medan, 2026.

This study aimed to determine the influence of social media *scrolling* habits on the learning concentration of students of Community Education at the Faculty of Education, State University of Medan. This study employed a quantitative associative approach. The population of this study consisted of 331 students. The sampling technique used was proportionate stratified random sampling, in which the population was divided into several strata or groups based on certain characteristics. The sample consisted of 77 students from the Community Education Department, with an error tolerance of 10%. Data were collected through questionnaires and analyzed using simple linear regression analysis. The results of the data analysis revealed that social media *scrolling* habits had a significant influence on students' learning concentration, with a t-value of 3.898 greater than the t-table value of 1.665, and an F-value of 15.195 with a significance level of 0.000 < 0.05. Since the t-value was greater than the t-table value, it could be concluded that H_0 was rejected and H_a was accepted. Furthermore, the coefficient of determination (R^2) was 0.168, indicating that 16.8% of the variation in learning concentration could be explained by social media *scrolling* habits, while the remaining 83.2% was influenced by factors outside the scope of this study.

Keywords: Social media *scrolling* habits, learning concentration.

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