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The Impact of the Brainrot Phenomenon on the Concentration of Year 8 Students at MTs Negeri 3 Bogor

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Abstract: This study aims to investigate the impact of the brainrot phenomenon on students' concentration during learning, specifically among Year 8 students at MTs Negeri 3 Bogor. This study employs a quantitative approach using a survey method. The study population consists of 348 students, with a sample of 186 students selected via random sampling. Data were collected via a questionnaire that had been tested for validity and reliability. The data were analysed using prerequisite tests, namely normality and linearity tests, as well as simple linear regression analysis using SPSS software. The results of the study indicate that the brainrot phenomenon has a negative effect on students' concentration during learning, with a significance level (Sig.) of < 0.001 and a regression coefficient of -0.137. The coefficient of determination indicates that the brainrot phenomenon contributes 6.8% to students' concentration during learning, whilst the remaining 93.2% is attributed to other factors outside the scope of this study. Nevertheless, the results of this study still indicate that excessive exposure to instant digital content without proper time management can reduce students' ability to concentrate during learning activities. Therefore, wise and strategic management of digital media, along with more thorough lesson planning, is required as a strategy to maintain students' focus and engagement in today's digital age.

Keywords: Brainrot; Digital Education; Learning Concentration; Social Media.

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Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh fenomena brainrot terhadap konsentrasi belajar siswa, khusunya pada kelas VIII di MTs Negeri 3 Bogor. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Populasi penelitian ini berjumlah 348 siswa dengan sampel sebanyak 186 siswa yang dipilih melalui teknik random sampling. Data dikumpulkan melalui kuesioner yang sudah diuji validitas dan reliabilitasnya. Data dianalisis dengan uji prasyarat berupa uji

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normalitas dan linearitas serta analisis regresi linear sederhana menggunakan aplikasi SPSS. Hasil penelitian menunjukkan bahwa fenomena brainrot berpengaruh negatif terhadap konsentrasi belajar siswa dengan nilai Sig. < 0,001 dan koefisien regresi sebesar -0,137. Hasil koefisien determinasi memperlihatkan kontribusi pengaruh fenomena brainrot terhadap konsentrasi belajar siswa sebesar 6,8%, sedangkan 93,2% sisanya disebabkan oleh faktor lain di luar penelitian. Meski begitu, hasil penelitian ini tetap menunjukkan bahwa paparan konten digital instan secara berlebih tanpa time management dapat menurunkan kemampuan siswa dalam memusatkan perhatiannya saat pembelajaran berlangsung. Maka dari itu diperlukan pengelolaan media digital yang bijak dan strategis serta perencanaan pembelajaran yang lebih matang sebagai strategi untuk menjaga fokus dan keterlibatan siswa di era serba digital sekarang ini..

Kata Kunci: Brainrot; Konsentrasi Belajar; Media Sosial; Pendidikan Digital.

A. Introduction

Advances in science and technology have paved the way for numerous new breakthroughs across various fields, including education. Whether we like it or not, the education sector must keep pace with the rapid progress of science and technology. To this end, the education sector needs to integrate digitalisation into its various systems. According to Marlyn Deegan (Hidayatullah, 2023), digitalisation is the process of converting various forms of printed documents and other materials into digital formats. Digitalisation in education means the transition of several aspects of education, such as learning media, learning assessment, and even lesson planning, from physical to non-physical (digital) forms so that their use is more effective and efficient (Hidayatullah, 2023).

Digitalisation in the world of education typically takes the form of the widespread use of electronic devices, such as smartphones, in students' daily lives. These smartphones are usually used as communication tools, sources of information, learning resources, and a means of entertainment for students, whether through playing online games or using social media. Unfortunately, smartphone use is often not accompanied by time management. Trivial content frequently appearing on social media *'For You'* pages, which initially served merely as fleeting entertainment, has increasingly become

an addictive habit for smartphone users. In 2023, Indonesia ranked second out of eight countries with the highest TikTok usage worldwide after the United States, with a total of 109.9 million users. The average time spent accessing the internet via mobile phones in Indonesia is 7 hours and 42 minutes per day. This breaks down into an average of 2 hours and 53 minutes watching videos, 3 hours and 18 minutes using social media, 1 hour and 37 minutes listening to music, and 1 hour and 15 minutes playing games (Kis et al., 2024).

According to data from the Indonesian Internet Service Providers Association (APJII), internet usage in Indonesia by 2025 is projected to reach 229.4 million people, or approximately 80.66% of the total population (Kis et al., 2024). The nature of social media platform algorithms, designed to constantly capture users' attention, ultimately leads to addiction, making it difficult for users to stop (Yunita & Wijayanti, 2025).

This intensive use of smartphones is a defining characteristic of Generation Z and Alpha students, which has recently given rise to a new phenomenon known as brainrot. Whilst this phenomenon has not yet been recognised as a formal medical term, several studies have suggested that brainrot refers to a decline in cognitive function resulting from excessive exposure to instant digital content. Brainrot arises from the frequent use of digital media and the consumption of instant digital content such as short videos lasting less than 3 minutes (Ruchiyat et al., 2025). In addition to cognitive function, brainrot also disrupts children's attention and their ability to regulate themselves, which ultimately leads to anxiety if they do not consume digital content (Zaen et al., 2025). This condition of brainrot is also linked to Sweller's Cognitive Load Theory (1998), which explains that the brain's working capacity is limited. If the information load is too heavy, it can lead to a loss of focus, impaired concentration, and may even trigger mental health issues (Lopez, 2024).

In the world of education, the phenomenon of brainrot describes the cognitive behaviour of students who are easily distracted and unable to sustain their attention for long periods during learning activities that require high levels of concentration (Lopez, 2024). Concentration refers to a student's ability to focus their attention on a particular task without being distracted by other things in their surroundings (Nabung, 2024).

Disturbed concentration slows down students' comprehension and affects their overall learning outcomes due to a suboptimal learning process (Ochoa-Alcántar et al., 2025). Yet, good concentration is essential for students to retain the information they receive so that it can be recalled later during learning assessments (Nabung, 2024).

The reality on the ground shows that quite a few students struggle to maintain their concentration during lessons (Magnago et al., 2024). This was also observed at MTsN 3 Bogor, where students tend to want to complete assignments or exams very quickly, particularly those in Year 8. Students' focus is often more on finishing quickly than on gaining a deep understanding of the material. This problem is exacerbated by the behaviour of some students who complete questions carelessly and without attention to detail. If this continues, students' grades may suffer. Several studies suggest that this issue is caused by the prolonged use of smartphones and the internet.

The above findings are consistent with several previous studies, one of which found that children with high levels of smartphone use tend to have lower levels of concentration during study compared to children with low levels of smartphone use (Soma et al., 2025). Another study also found that digital distractions originating from mobile devices such as smartphones can cause attention disorders among Year 7 students at a junior high school in Cirebon Regency (Ruwiyanti et al., 2025). Furthermore, a study conducted by Sina et al. (2023)found that frequent and instant exposure to digital content can foster impulsive thinking patterns in adolescents. This mindset drives students to seek instant gratification, typically through short video content on their social media feeds. This mindset also causes students to withdraw from learning processes that require perseverance and considerable effort, as their concentration on learning has been disrupted.

A study by Al Najib et al. (2025), conducted using data donated by TikTok users and involving 347 respondents, revealed that of all the content viewed on the app, only 45% of viewing sessions actually involved full attention. This means that viewers spend more than half their time watching short videos on the TikTok app without realising it. This suggests that watching videos engages only a small amount of the viewer's

cognitive ability. In the world of education, this situation can hinder children's concentration, particularly when they have to process a significant amount of material.

Although there have been numerous studies examining the impact of social media use on students' concentration, most of these studies have focused their analysis on aspects such as *gadget* addiction, digital distractions, or the intensity of social media use. There has been little research that centres its discussion on the phenomenon of brainrot, which illustrates how exposure to digital content affects a person's cognitive functions, including concentration on learning, particularly at the junior secondary school level. Indeed, the resulting impact can extend into subsequent stages of education. Therefore, research into the brainrot phenomenon is of great importance given the high levels of digital media use among adolescents in this digital age.

This study aims to determine whether the phenomenon of brainrot, arising from exposure to digital content, affects students' concentration during learning, particularly among Year 8 students at MTs Negeri 3 Bogor. This study offers a new perspective by examining the phenomenon of brainrot as a variable influencing students' concentration during learning. It is hoped that the findings of this study will provide theoretical and practical contributions to educators, students, and parents in managing children's smartphone use and developing learning strategies that are more conducive to student concentration in today's digital age. The structure of this research article begins with the background, followed by the methods section, which explains the research design and data analysis techniques. The results section then outlines the research findings. A discussion of the findings is presented in the discussion section, followed by the conclusions.

B. Research Methods

To analyze the impact of the brainrot phenomenon on students' concentration during learning, this study employs a quantitative approach using a survey method. The study population consists of Year 8 students at MTs Negeri 3 Bogor, totaling 348 students, with a sample of 186 students selected using random sampling.

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Data were collected through the distribution of a closed-ended questionnaire designed based on indicators of the brainrot phenomenon and learning concentration. The instrument was then structured using a four-point Likert scale with the options 'Strongly Disagree' (1), 'Disagree' (2), 'Agree' (3), and 'Strongly Agree' (4). The questionnaire on brainrot comprised indicators of excessive screen time, addiction to social networking, cognitive overload, and impairments in focus and self-regulation. The learning concentration instrument, meanwhile, covered cognitive, affective, and psychomotor aspects.

The validity of the instrument was tested using the Product Moment correlation, whilst its reliability was assessed using Cronbach's Alpha coefficient via SPSS. The data were subsequently analysed through prerequisite tests, comprising normality and linearity tests. This study also employed simple linear regression analysis to determine the effect of the brainrot phenomenon on students' concentration during learning. This study was conducted with the permission of the school. The conduct of this study strictly adhered to principles of academic ethics, ensuring the confidentiality of respondents' identities and the voluntary nature of their participation.

The results of the quantitative analysis are expected to objectively illustrate the patterns and extent of the impact of the *'brainrot'* phenomenon—caused by excessive use of smartphones and the internet—on students' concentration whilst studying. However, the research data obtained from the questionnaire survey constitutes a limitation of this study, as it relies on the respondents' subjective perceptions.

C. Result and Disscussion

1. Result

This section presents the results of the data analysis, comprising normality tests, linearity tests, simple linear regression analysis, the coefficient of determination, and hypothesis testing to determine the influence of the *brainrot* phenomenon on students' concentration during learning.

Table 1. Results of the Normality Test

Variable	Test	Sig.	Decision
Residual	Kolmogorov-Smirnov	0.114	Normal

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Based on the results of the normality test using the *Kolmogorov-Smirnov* test in SPSS, the significance value was 0.114 (>0.05), meaning that the research data is normally distributed.

Table 2. Results of the Linearity Test

Variable	F-Hit.	Sig.	Decision
Brainrot - Study Concentration	1.398	0.088	Linear

Based on the results of the linearity test using the ANOVA table in the SPSS application, the significance value was 0.088 (> 0.05). This means that there is a linear relationship between the brainrot phenomenon and students' concentration on learning.

Table 3. Results of simple linear regression analysis

Variable	B	Std. Error	Beta	t	Sig.
Constant	35.618	1.441	-	24,714	<0.001
Brainrot	-0.137	0.037	-0.261	-3.672	<0.001

Based on the SPSS output above, the regression equation can be formulated as follows:

Y = 35.618 (α) – 0.137 (X) + e

This regression equation model implies:

1) **Constant (α)** = 35.618, meaning that if the brainrot phenomenon is constant, then the students' concentration is 35.618
2) **The regression coefficient / β (X)** = -0.137 (negative) with a significance level of <0.001, meaning that the brainrot phenomenon has a negative and significant effect on students' concentration whilst studying. A negative effect indicates an inverse relationship between the brainrot phenomenon and concentration during study; if the brainrot score increases by 1 point, concentration during study will decrease by 0.137. This figure is relatively small, suggesting that although the influence of the brainrot phenomenon on concentration during study is significant, it is not the dominant factor in the decline in concentration. These results also indicate that concentration is a complex variable and can be influenced by many other factors outside the scope of this study, such as teaching methods, students' psychological state, motivation to learn, and the learning environment. However, the persistent

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occurrence of the brainrot phenomenon will gradually reduce students' concentration.

Table 4. Coefficient of Determination

R	R-squared	Interpretation
0.261	0.068	The brainrot phenomenon influences concentration during study by 6.8%

The coefficient of determination above indicates that the brainrot phenomenon influences students' concentration on learning by 6.8%, whilst the remaining 93.2% is influenced by other factors outside the scope of this study.

Table 5. Hypothesis Testing

Variable	t-calculated	t-table	Sig.	Decision
Brainrot – Study Concentration	-3.672	1.653	<0.001	H_0 rejected

Hypothesis Statement:

a. H_0: There is no effect of the brainrot phenomenon on concentration during study.

b. H_1: There is an effect of the brainrot phenomenon on concentration during study.

Based on the results of the regression analysis in table 4, the calculated t-value is -3.672 with a significance level of <0.001, whilst the critical t-value is 1.653 at a significance level of 0.05. As the significance level is <0.05, H_0 is rejected and H_1 is accepted.

2. Discussion

a. The Effect of the Brainrot Phenomenon on Concentration during Study

The results of the data analysis indicate a significant negative correlation between the brainrot phenomenon and learning concentration. The more pronounced the brainrot phenomenon—caused by the consumption of short, repetitive digital content—the more students' learning concentration declines.

This suggests that exposure to instant and repetitive digital content can affect students' ability to focus their attention during lessons.

The results of this study show that the brainrot phenomenon accounts for only 6.8% of students' concentration during study, whilst 93.2% is influenced by other factors. These findings suggest that although brainrot has a statistically significant effect, its practical impact is relatively small. This indicates that concentration during learning is a multidimensional construct influenced not only by exposure to digital content, but also by various other factors such as intrinsic motivation, teachers' learning strategies, the learning environment, and students' psychological conditions.

This low level of influence may also be due to the characteristics of the respondents, namely junior high school students who are still in a developmental phase. At this stage, students are not yet fully capable of self-control, and their behavioural regulation may not yet be fully established. Consequently, the brainrot phenomenon at MTsN 3 Bogor can be categorised as an early warning indicator of a potential decline in concentration during study in the future.

Instant digital content in the form of short videos, such as those on YouTube, TikTok or Instagram, if consumed too frequently, can instil a desire for instant gratification in a person. For example, when working on a problem, rather than having to reread the lesson material, students prefer to search for the answer directly on instant AI platforms such as ChatGPT, which will provide the answer immediately without the student needing to read through a large amount of material first. Another example is when given a reading assignment, students lack focus and tend to feel bored, so they want to finish the task as quickly as possible. This means that if someone experiences the phenomenon of brainrot, they will struggle to maintain focus, concentrate, or carry out activities requiring analytical processes over a sufficiently long period of time.

According to Slameto's (2021) theory of concentration in learning, a person can be said to be concentrating on their studies if they are able to focus their attention and thoughts on their learning activities and set aside other unrelated

matters, thereby enabling them to understand the material they are studying as effectively as possible. A person's concentration is influenced by internal and external factors, including the learning environment and other stimuli received by the senses during the learning process (Sari et al., 2023). However, if a student's attention is easily distracted by other matters, the process of focusing on the learning material will be disrupted, leading to a decline in the quality of learning.

These research findings can be explained through the lens of Cognitive Load Theory, which states that human working memory has a limited capacity for processing information. Repeated exposure to instant digital content leads to increased cognitive load, thereby impairing an individual's ability to concentrate and comprehend information in depth.

Furthermore, the phenomenon of brainrot can be analysed through Attention Theory, which explains that human attention is limited and easily diverted by stimuli that are more visually and emotionally engaging (Al Bukhori, 2025). Digital content such as short videos is designed using algorithms capable of capturing attention rapidly, thereby reducing the capacity for sustained attention—a skill that is essential to the learning process.

From the perspective of self-regulation theory, brainrot reflects students' poor ability to regulate their behaviour regarding the use of digital media. An inability to manage time and prioritise between leisure and study means that students are more likely to choose activities that provide instant gratification over those requiring greater cognitive effort.

These findings are consistent with several previous studies, including research conducted by Fauzi and Surawan (2025) on Islamic Religious Education students at IAIN Palangkaraya. The study showed that using TikTok for 2.8 hours a day led to a 33% drop in learning productivity and a 12–18% decline in academic grades, particularly in activities requiring high concentration such as memorising the Quran and analysing religious texts. The decline in figures from this study was greater than that found in a study of Year 8 students at MTS Negeri 3 Bogor, which was only 6.8%. This may be due to differences in the

characteristics of the respondents and the indicators used in the research. These differences also suggest that the phenomenon of brainrot among MTS students has not yet reached the severe level seen among university students. Nevertheless, the phenomenon *of* brainrot remains an early indicator of a decline in the quality of students' concentration during study.

Another study also found that entertainment-based content, such as short videos on platforms like TikTok, YouTube and others, fosters a sense of dependency in students, thereby affecting their academic and psychological development, including their ability to concentrate on their studies (Seftiani et al., 2025). Romadhon et al. (2025) also revealed that excessive use of gadgets is a contributing factor to the emergence of the 'brainrot phenomenon among students. The consequences include a decline in students' cognitive abilities, academic performance, and emotional well-being.

b. The Brainrot Phenomenon and Its Relationship with *Cognitive Load Theory*

The impact of the brainrot phenomenon on students' concentration is closely linked to the theory of cognitive load. The concept of cognitive load was first proposed by John Sweller, a professor emeritus and psychologist at the University of New South Wales, Australia, in the 1980s. Sweller explained that this theory relates to the level of difficulty in learning and problem-solving, which is influenced by the limitations of working memory in processing new information. Consequently, it becomes difficult to manage a large amount of information received simultaneously (Syagif, 2024). Cognitive Load Theory explains that an individual's learning ability and concentration are highly dependent on the limited capacity of the brain's working memory. When cognitive load is high, a person's concentration and comprehension decline (Lopez, 2024).

According to Sweller, human memory capacity consists of four components: sensory memory, short-term memory, working memory and long-

term memory. To store information in long-term memory, the brain must pass through the three preceding stages of memory. First, sensory memory and short-term memory initially play a role in recognising information that has just been received. Working memory and long-term memory play a role in processing the reception, storage, recall, and processing of the information obtained.

Long-term memory is permanent in nature and has unlimited capacity. The more complex a person's knowledge patterns are, the deeper their mastery of that knowledge. The more creative a person is, the more their long-term memory is capable of forming new concepts that are not yet known or widely recognised by others (Syagif, 2024).

Unlike long-term memory, human working memory has limited capacity, both in terms of the amount of information it can process and the duration for which that information can be retained. If too much information is received, working memory is at risk of becoming overloaded, making it difficult to comprehend the information received (Baiduri et al., 2025). When a person uses social media for an extended period, a large amount of information is received at once. This subsequently causes the brain to become overwhelmed, unable to process information optimally because the working memory is overburdened.

The above situation sometimes occurs during lessons. The habit of constantly accessing the internet and social media, which feature short videos containing snippets of news and information, causes students to lose focus and concentration whilst absorbing the material. Consequently, the information acquired during lessons cannot be processed effectively, resulting in suboptimal learning outcomes. This decline in focus and concentration whilst studying, caused by excessive use of the internet and social media presenting these short videos, is known as the brainrot phenomenon. From the explanation above, it can be understood that the brainrot phenomenon is closely related to Cognitive Load Theory and can have implications for an individual's educational process.

As a teacher responsible for the development of students in the classroom, addressing these issues requires the implementation of differentiated learning

strategies. This may involve adapting the complexity of the material, utilising multisensory learning resources, or providing individualised scaffolding that responds to the specific characteristics and challenges of each student (Sari et al., 2026). Furthermore, schools need to establish clear policies regarding the use of digital devices in the learning environment. Parents also play a vital role in monitoring and guiding the use of digital media at home through a digital parenting approach.

The integration of digital media into learning remains important and must be accompanied by supervision, whether by teachers at school or parents at home. In this way, digital media can continue to serve as a more engaging and interactive learning tool, thereby enhancing students' motivation, enthusiasm and active participation, including their concentration during lessons (Julita et al., 2026). It should be borne in mind that excessive and unsupervised use will actually have the opposite effect. Consequently, efforts to address the 'brain rot' phenomenon cannot be confined to the individual student level, but require synergy between teachers, schools and families.

D. Conclusion

This study aims to investigate the effect of the brainrot phenomenon on students' concentration, particularly among Year 8 students at MTs Negeri 3 Bogor. The results of the data analysis yielded a significance level of <0.001 with a regression coefficient of -0.137, indicating that the brainrot phenomenon has a significant negative effect on students' concentration. The higher the brainrot phenomenon, the lower the students' concentration levels. A 1-point increase in the brainrot phenomenon reduces students' concentration by 0.137. The coefficient of determination indicates that the brainrot phenomenon has a negative influence on students' concentration during learning of 6.8%, the remaining 93.2% is influenced by other factors outside the scope of this study, such as learning materials, the learning environment, and students' physical and psychological health. The findings of this study indicate that excessive exposure to instant digital content affects the ability to focus during learning. Therefore,

there is a need for the prudent management of digital media by both parents and teachers, as well as a transformation of learning strategies that can help students maintain concentration during classroom learning.

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