

The Relationship Between the Use of Short Form Videos on Social Media and the Attention Span of Students in the Class of 2022, Faculty of Medicine, Universitas Prima Indonesia

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ABSTRACT

The rise of social media has popularized short-form videos (SFVs) like TikTok, Instagram Reels, and YouTube Shorts among university students. Excessive exposure to SFV content may affect behavioral patterns, particularly attention span, which plays a vital role in academic performance. This study aimed to examine the patterns of SFV usage, assess students' attention spans, and determine the relationship between SFV use and attention span among 2022 medical students at Universitas Prima Indonesia. Using a quantitative analytical design with a cross-sectional approach, data were collected through questionnaires from 200 respondents and analyzed using univariate and bivariate methods with the Chi-Square test. Statistical analysis was performed at a significance level of $\alpha = 0.05$, with the Chi-Square test yielding $p < 0.05$ as the criterion for significant associations. Results revealed that 85.5% of students had high SFV usage, primarily through TikTok (56.5%), with daily viewing exceeding 3 hours (65%) and weekly viewing exceeding 14 hours (53%). Lifestyle (62.5%) and entertainment (59%) were the most-watched content types. Attention span levels were classified as good (48%) and poor (52%), and statistical analysis showed a significant correlation between SFV usage and attention span ($p = 0.000$). The study recommends promoting digital literacy, time management, and responsible media consumption among students, alongside further research on SFV impacts on cognition and mental health.

Keywords: Short Form Videos; Social Media; Attention Span; Students; Faculty of Medicine.

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INTRODUCTION

The ability of an individual to concentrate on any task for a long period of time without being distracted is referred to as attention span. Utilizing attention span and focusing on tasks is essential to achieving goals and completing them (Fillmore, H. A., 2015). The majority of educators and psychologists agree that the ability to concentrate on a task is essential to achieving one's goals (Galetzka, 2023). The attention span has decreased from 12 to 8.25 seconds in recent years; the idea of a quick attention span has become popular on social media (Galetzka, 2023). The growing relationship between social media and attention span has led to an increase in the number of studies on attention span (Alaparthy, K., 2024).

In this digital era, social media has emerged as a different pattern of behavior, characterized by the consumption of content that is constantly and rapidly changing across various platforms (Galetzka, 2023). According to research, this behavior is very common among the younger user population, with platforms such as TikTok using advanced algorithms to create a continuous stream of engaging content that triggers the release of dopamine in a short period of time. Users' difficulty in controlling their use and frequent reports of forgetting time when consuming content on social media prove the addictive nature of this scrolling behavior (Galetzka, 2023). There are concerns about the long-term impact of this behavior on

cognitive development and mental well-being because it has become so widespread that it affects various aspects of users' lives, from academic performance to professional productivity (Husain et al., 2024).

Advances in information technology have been an important catalyst in modern social transformation. These changes not only affect the way people think but also change emotional patterns and behaviors in daily life. One of the main factors driving these dynamics is the rapid development of internet-based communication technology, which is now an integral part of human interaction (Uskul et al., 2023).

The internet functions as a multifaceted digital ecosystem that enables real-time information exchange, social networking, multimedia content distribution, and interactive communication across geographical boundaries (Aksoy, 2023; Gill, 2021; Russo Spina, Tregua, & Bifulco, 2021; Stocker, Smaragdakis, Lehr, & Bauer, 2017; Tyagi & Kumari, 2024). Through diverse platforms and applications, users can access news, educational materials, entertainment, and social connections instantaneously, fundamentally reshaping how individuals consume information and interact with their environment (Ahmad, 2024; Siuli, 2024).

Nurudin (2017) defines information technology as a set of communication systems that include live broadcasting, two-way cable transmission, low-power broadcasting, and computer devices in both personal and handheld form. This technology functions as a means of data processing—including the process of obtaining, storing, processing, and presenting information—with the aim of producing data that is accurate, relevant, and strategically valuable for the needs of organizations, businesses, and governments (Cricenti et al., 2022).

In today's digital era, access to the internet has become increasingly widespread and easily accessible to various levels of society. When used wisely, the internet acts as an effective medium to obtain information and establish communication without geographical boundaries. One of the most prominent forms of internet utilization is through social media, which has revolutionized the pattern of human interaction with digital technology.

Social media platforms such as YouTube, Instagram, TikTok, Facebook, Twitter, WhatsApp, and LINE are now part of the communication routine of modern society. Many individuals use several platforms simultaneously for various purposes, such as sharing information, establishing social relationships, and accessing entertainment (Abidin et al., 2020). An in-depth analysis of user behavior shows that there are variations in the intensity of use of each platform, depending on individual goals and preferences.

The existence of social media has double consequences for social life. On the one hand, this media provides significant benefits, such as expanding social networks, facilitating the exchange of information, eliminating space and time limits in communication, and providing a more open means of self-expression. On the other hand, social media can also have negative impacts, including reduced face-to-face interaction, increased dependence on cyberspace, the emergence of social conflicts, privacy issues, and the potential for the spread of negative influences from the digital environment (Rachmawati et al., 2019).

Kramer, Guillory, and Hancock (in Marwoko, 2019) explain that the transmission of emotions can take place without direct contact or the delivery of nonverbal cues. The results of a study conducted by Kramer et al. (2014) show that exposure to negatively charged content on social media can affect the emotional stability of users, where individuals who frequently

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view negative posts tend to show similar emotional reactions through their posting behavior. The variety of content circulating on social media is vast and limitless, allowing users to access various forms of information, including those that have the potential to trigger mood swings. When a person is constantly exposed to emotional stimuli from social media for a long time, it can cause mood fluctuations that impact the emotional stability of the individual (Josefsson et al., 2019). In addition to acting as a medium for spreading emotions, social media also has the potential to affect the concentration level and attention span of its users because the high intensity of information exposure can divert focus from other activities that require deep attention.

Decreased attention span is an increasingly prominent problem in the digital age, especially among children and young adults. Although many things have been helped by technological advancements such as smartphones and social media, there are also negative sides if these tools are used without moderation. Decreased concentration and academic achievement can occur as a result of the misuse of smartphones and social media (Astuti & Sembiring, 2019).

The attention span is directly connected to the presence of the mind necessary to engage sincerely in interpersonal interactions (Subramanian, 2018). How often do the younger generation give up the focus of personal interaction in order not to miss internet events? Things are moving so fast now that many younger generations don't want to miss anything. As a result, their attention span is shortened to accommodate the next big event that can only be experienced on the internet or via smartphone. Rosen et al. (2013) suggest that the high intensity of social media use can impact the decline of an individual's ability to concentrate. This happens because users are accustomed to the rapid, varied, and ever-changing flow of information, so the ability to maintain focus on a single activity over a long period of time is impaired.

In the context of this study, Smith and Anderson (2020) emphasized that constant exposure to short videos can reinforce superficial information processing patterns, where individuals are more likely to engage in superficial and fast information processing. These conditions can hinder an individual's ability to maintain focus over long periods, especially when they have to complete tasks that require high concentration and continuous cognitive engagement. On the other hand, Lang (2000), in his theory of limited capacity in mediated message processing, states that the human brain has a limited capacity to process information effectively.

In the rapidly growing digital era, social media has become an indispensable part of daily life, especially among students. The habit of spending time watching short form videos on platforms like TikTok, Instagram Reels, and YouTube Shorts has the potential to affect your ability to concentrate and pay attention. This study aims to understand the correlation between the intensity of short form video use and the attention span of students of the 2022 batch of the Faculty of Medicine, Universitas Prima Indonesia, and assess the extent to which this digital behavior can impact their focus and academic achievement.

This study specifically aims to analyze the level of use of short form videos and assess the level of attention span of medical students of the class of 2022 at Universitas Prima Indonesia. Theoretically, this research is expected to enrich references in the study of attention spans in the digital era. Practically, the results of the research are expected to benefit students

in managing their time using social media so as not to interfere with their study concentration; for universities as input for digital literacy in the academic environment; and for researchers as a basis for the development of further studies with the addition of relevant variables in the future.

RESEARCH METHOD

This study used an analytical design with a cross-sectional approach to evaluate the relationship between the use of short-form videos on social media and the attention span of students from the 2022 batch of the Faculty of Medicine, Universitas Prima Indonesia. The research was conducted at the Main Campus of Universitas Prima Indonesia, Medan City, North Sumatra, from November 2024 to June 2025. The population consisted of all 201 students in the 2022 class of the Faculty of Medicine, with a sample of 134 selected using the Slovin formula at a 90% confidence level ($\alpha=0.1$). Sampling employed a non-probability consecutive sampling technique based on inclusion criteria such as willingness to participate, having a social media account, and attendance during the study.

Primary data were collected through questionnaires adapted from Chen et al. (2022) and analyzed using Pearson Chi-Square with SPSS. Secondary data came from relevant books, journals, and scientific articles.

The questionnaire had two main sections: (1) short-form video usage patterns, covering platform type, daily and weekly screen time, access frequency, and content preferences; and (2) attention span assessment, measured by a self-report 5-point Likert scale evaluating concentration duration, distraction frequency, task completion, and focus during academic activities. The attention span scale contained 15 items addressing sustained, selective, and divided attention in learning contexts. Reliability testing showed Cronbach's Alpha coefficients of 0.83 for video usage and 0.87 for attention span, demonstrating good internal consistency.

Ethical approval was obtained from the Research Ethics Committee of Universitas Prima Indonesia (approval number: 012/KEPK/UNPRI/III/2025). All participants provided written informed consent. The study ensured voluntary participation, confidentiality, anonymity, and the right to withdraw without penalty.

Variables included screen time, frequency, platform type, content type, and attention span, measured through closed-ended questionnaires. Data processing involved editing, scoring, coding, entry, and tabulating. Univariate analysis described frequency distributions, while bivariate analysis used the Chi-square test at a 0.05 significance level to examine the relationship between short-form video usage intensity and attention span among students.

RESULTS AND DISCUSSION

Frequency Distribution Results Respondent Characteristics

The following are the results of the frequency distribution analysis of the characteristics of the respondents in this study which include age, and gender.

Table 1. Results of Frequency Distribution Characteristics of Respondents

Age	n	%
19 Years	10	5
20 Years	66	33

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21 Years	80	40
22 Years	23	11,5
23 Years	12	6
24 Years	7	3,5
26 Years	2	1
Total	200	100
Gender	n	%
Man	64	32
Woman	136	68
Total	200	100

Source: Primary Data processed (2025)

Based on Table 1, the age distribution of the study respondents shows that the age group of 21 years is the majority with 80 people (40%). The age of 20 years was ranked second with 66 people (33%), followed by 22 years with 23 people (11.5%), 23 years with 12 people (6%), 19 years with 10 people (5%), 24 years with 7 people (3.5%), and the age of 26 years was the least, namely 2 people (1%). Judging by gender, most of the respondents were women with a total of 136 people (68%), while male respondents numbered 64 people (32%).

Univariate Analysis Results

The following are the results of the univariate analysis in this study which includes the time to use short form videos on social media in a day, the time to use short form videos on social media in a week, the frequency of opening social media applications to watch short form videos, the type of content watched, some percentage of short form videos in the total use of social media, the use of short form videos in the social media and attention span.

Platforms Used

Table 2. Platforms Used

Platforms Used	n	%
Facebook	10	5
Instagram (Reels)	47	23,5
Tiktok	113	56,5
Youtube (Shorts)	29	14,5
Everything	1	0,5
Total	200	100

Source : Primary Data processed (2025)

Based on Table 2, the most frequently used platform by respondents to access short form videos is TikTok, which is as many as 113 people (56.5%). Furthermore, Instagram Reels was used by 47 people (23.5%), then YouTube Shorts by 29 people (14.5%), and Facebook by 10 people (5%). Meanwhile, only 1 respondent (0.5%) used all platforms at the same time.

These results show that most students of the 2022 batch of the Faculty of Medicine, Universitas Prima Indonesia prefer TikTok as the main platform to watch short form videos compared to other platforms.

Time to Use Short Form Videos on Social Media in a Day

Table 3. Daily Duration of Using Short Form Videos on Social Media

Daily Duration	n	%
1-3 Hours/day	70	35
>3 Hours/day	130	65
Total	200	100

Source : Primary Data processed (2025)

Based on Table 3, most respondents watched short form videos with a duration of more than 3 hours per day, which was 130 people (65%). Meanwhile, respondents who watched with a duration of 1-3 hours per day amounted to 70 people (35%).

These results show that most of the 2022 students of the Faculty of Medicine, Universitas Prima Indonesia have a fairly high intensity of using short form videos, with a daily duration of more than 3 hours.

Time to Use Short Form Videos on Social Media in a Week

Table 4. Weekly Duration of Using Short Form Videos on Social Media

Weekly Duration	n	%
1-3 Jam	20	10
4-7 Jam	30	15
8-14 Jam	44	22
>14 Jam	106	53
Total	200	100

Source : Primary Data processed (2025)

Based on Table 4, most of the respondents used short form videos with a duration of more than 14 hours per week, which was 106 people (53%). Furthermore, as many as 44 people (22%) had a duration of use of 8–14 hours per week, 30 people (15%) with a duration of 4–7 hours per week, and the least were respondents with a duration of 1–3 hours per week, namely 20 people (10%).

These results show that most students of the 2022 class of the Faculty of Medicine, Universitas Prima Indonesia spend a considerable amount of time watching short form videos, with an intensity of more than 2 hours per day (weekly accumulation >14 hours). This illustrates the high attachment of students to short video content on social media.

Frequency of Opening Social Media Apps to Watch Short Form Videos

Table 5. Frequency of Opening Social Media Apps to Watch Short Form Videos

Frequency of App Opens Per Day	n	%
1-2 Times	12	6
3-5 times	52	26
6-10 times	52	26
>10 Times	84	42
Total	200	100

Source : Primary Data processed (2025)

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Based on Table 5, most respondents open social media applications to watch short form videos more than 10 times per day, namely 84 people (42%). Furthermore, 52 people (26%) each opened the app with a frequency of 3–5 times per day and 6–10 times per day. Meanwhile, only 12 people (6%) open the app 1–2 times per day.

These results show that most students of the 2022 batch of the Faculty of Medicine, Universitas Prima Indonesia have a very high frequency in accessing short form videos, even more than 10 times per day. These findings indicate the high intensity of students' exposure to short video content on social media.

Types of Content Watched

Table 6. Types of Content Watched

Types of Content Watched	Responses		
	n	%	Percent of Cases
Entertainment (Comedy, Music, Challenge)	118	25,2	59
Education (Facts, Science, History, Study Tips)	94	20	47
Lifestyle (Health, Beauty, Fashion)	125	26,7	62,5
News or Latest Content	68	14,5	34
Gaming	47	10	23,5
Other	17	3,6	8,5
Total	469	100	234,5

Source: Primary Data processed (2025)

Based on Table 6, the type of short form video content that was watched the most by respondents was the lifestyle category (health, beauty, fashion), which was as many as 125 responses (26.7%) or watched by 62.5% of the total respondents. Furthermore, content with the entertainment/entertainment category (comedy, music, challenge) was selected by 118 responses (25.2%) or 59% of respondents. The type of educational content (facts, science, history, study tips) ranked third with 94 responses (20%) or 47% of respondents.

News content or current issues were watched by 68 responses (14.5%) or 34% of respondents, followed by gaming with 47 responses (10%) or 23.5% of respondents. Meanwhile, the other category was only selected by 17 responses (3.6%) or 8.5% of respondents.

These results show that students of the 2022 class of the Faculty of Medicine, Universitas Prima Indonesia watch the most content with lifestyle and entertainment themes, while content that is relatively rarely watched is the gaming category and other categories.

Some Percentage of Short Form Videos in Total Social Media Usage

Table 7. Percentage of Short Form Videos in Total Social Media Usage

SFV Time Percentage	n	%
<25%	25	12,5
25% - 5%	64	32
>50%	99	49,5
Not Sure	12	6
Total	200	100

Source: Primary Data processed (2025)

Based on Table 7, most respondents spent more than 50% of their time on social media watching short form videos, which was as many as 99 people (49.5%). A total of 64 people (32%) stated that the portion of time spent watching short form videos ranges from 25%-50% of total social media usage. Meanwhile, 25 respondents (12.5%) of respondents who used short form videos with a portion of less than 25% and the remaining 12 (6%) expressed uncertainty about the proportion of their use.

These results show that almost half of the 2022 students of the Faculty of Medicine, Universitas Prima Indonesia make short form videos as the main activity when using social media.

Use of Short Form Videos on Social Media

Table 8. The Use of Short Form Videos on Social Media

Use of Short Form Videos on Social Media	n	%
High	171	85,5
Low	29	14,5
Total	200	100

Source : Primary Data processed (2025)

Based on Table 8, the majority of respondents have a high level of use of short form videos, which is as many as 171 people (85.5%). Meanwhile, only 29 people (14.5%) were classified as having a low level of use.

These findings indicate that most of the 2022 students of the Faculty of Medicine, Universitas Prima Indonesia are very active in accessing short form videos on social media, thus showing the dominance of intensive use among respondents.

Attention Range

Table 9. Attention Range

Attention Range	n	%
Good	96	48
Less	104	52
Total	200	100

Source : Primary Data processed (2025)

Based on Table 9, the distribution of students' attention spans shows that most of the respondents have attention spans in the less category, which is as many as 104 people (52%). Meanwhile, respondents who had a good attention span amounted to 96 people (48%).

These results show that more than half of the 2022 students of the Faculty of Medicine, Universitas Prima Indonesia have difficulty maintaining focus or concentration, so their attention span is classified as less than optimal.

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Bivariate Analysis Results

The Relationship Between Social Media Use and Attention Spans of Students/I of the Faculty of Medicine, Universitas Prima Indonesia

The following are the results of research on the relationship between the use of social media and the attention span of students of the Faculty of Medicine, Universitas Prima Indonesia.

Table 10. The Relationship Between Social Media Use and Attention Span, Faculty of Medicine, Universitas Prima Indonesia

The Use of Short Form Videos on Social Media	Attention Range				Total		Sig
	Good		Less		n	%	
	n	%	n	%			
Tall	65	34,5	102	51	171	85,5	P = 0.000
Low	27	13,5	2	1	29	14,5	
Total	96	48	104	52	200	100	

Source: Primary Data processed (2025)

Based on Table 10, it is known that of the 171 respondents with a high level of use of short form videos, as many as 65 people (34.5%) had a good attention span, while 102 people (51%) had a low attention span. Meanwhile, of the 29 respondents with a low level of use of short form videos, as many as 27 people (13.5%) had a good attention span, and only 2 people (1%) had a low attention span.

The Chi-square test produced a value of $p = 0.000$ ($p < 0.05$), which shows a significant relationship between the level of use of short form videos on social media and the attention span of students of the Faculty of Medicine, Universitas Prima Indonesia class of 2022.

Thus, it can be concluded that the higher the use of short form videos, the more likely students are to experience a lack of attention span. In contrast, students with low use of short form videos are more likely to have a good attention span.

Discussion

The Relationship Between Social Media Use and Attention Spans of Students/I of the Faculty of Medicine, Universitas Prima Indonesia

The results showed that the 21-year-old age group was the majority of respondents with 80 people (40%). The age of 20 years occupies the second most position with 66 people (33%), followed by the age of 22 years with 23 people (11.5%), 23 years with 12 people (6%), 19 years with 10 people (5%), 24 years with 7 people (3.5%), and the least is the age of 26 years with 2 people (1%). The characteristics of the respondents by gender showed that most of them were women as many as 136 people (68%), while men amounted to 64 people (32%).

The results of this study show that most students of the 2022 batch of the Faculty of Medicine, Universitas Prima Indonesia have a high level of use of short form videos (SFV). Most respondents spent more than 3 hours per day and more than 14 hours per week watching SFV, with access frequencies of more than 10 times per day. The most dominant platform used is TikTok, followed by Instagram Reels and YouTube Shorts. The most watched types of content are lifestyle and entertainment, while educational, news, and gaming content are

relatively lower. This shows that SFV is a major part of students' social media activities, which are not only used as entertainment but also as a means of information and lifestyle.

The high exposure to SFV is in line with the global phenomenon, where social media algorithms are actively encouraging users to consume content in a concise and accessible format. This type of content has a fast-paced visual, musical, and narrative appeal, triggering dopamine and making it difficult for users to stop watching. Previous research has shown that SFV has stronger addictive properties than long content, as it provides quick stimulation in a short period of time. This condition can explain why students in this study tend to access SFV repeatedly in a day with a fairly high duration.

On the other hand, the results of this study show that more than half of students (52%) have a low attention span. The attention span in question is the ability to maintain focus for a certain period of time, especially in an academic context. Excessive exposure to SFV that is short, fast, and varied can affect the brain's attention patterns so that it becomes accustomed to instant stimuli and lacks patience in dealing with learning materials that require long concentration.

The results of the Chi-Square test in this study showed a significant relationship between the use of SFV and attention span ($p = 0.000$). These findings mean that the higher the use of SFV, the more likely it is that students will have less attention span. In contrast, students with low usage tend to have a good attention span. This phenomenon is supported by cognitive load theory which states that the brain has a limited capacity to process information. Too frequent and excessive exposure to SFV can disrupt cognitive balance, thus impacting the ability to concentrate when facing complex academic tasks (Sweller, 2019).

However, not all impacts of SFV are negative. Some respondents were still able to maintain their attention span well despite having high social media usage. This condition is suspected to be influenced by other factors, such as time management, learning motivation, learning strategies, and environmental support. In addition, some students also watch educational content that can provide additional benefits in supporting learning. Thus, the impact of SFV on attention span is not entirely linear, but is also influenced by the context of use as well as individual factors of the student.

The results of this study have important implications for the world of education, especially in facing the digital era. Students need to be directed to use social media wisely, by limiting the duration and choosing useful content. Universities can take an active role by providing digital literacy, counseling, or utilizing SFV as an innovative and engaging means of learning. Thus, the risk of a decrease in attention span can be suppressed, while optimizing the potential of social media to support the academic process.

CONCLUSION

The study found a significant relationship between the use of short-form videos on social media and the attention span of the 2022 Faculty of Medicine students at Universitas Prima Indonesia. Most students (85.5%) used these videos frequently, primarily on TikTok (56.5%), with 65% engaging for over three hours daily and 53% for more than 14 hours weekly. Over half (52%) exhibited low attention spans, suggesting that high exposure to short videos may impair focus. Statistical analysis confirmed this association ($p = 0.000$). Based on these results, it is recommended that the university enhance digital literacy and time management

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education, encourage students to limit usage and select educational content, and involve the community in supervising digital habits. Future research should expand in scope and methodology to examine other cognitive effects, such as critical thinking and learning productivity.

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