

Digital Distraction in University Students: A Critical Analysis for Higher Education Instructional Design

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Abstract

Digital technologies have transformed higher education learning environments, providing unprecedented access to information, communication tools, and online platforms. However, this transformation has introduced digital distractions, including off-task device use, habitual multitasking, and social media engagement, which can fragment attention and reduce learning effectiveness. This study critically analyzes the phenomenon of digital distraction among university students and its implications for instructional design. Through a synthesis of empirical and conceptual studies, digital distraction is shown to be multidimensional, arising from the interaction of learner characteristics, technology features, and learning environment factors. Evidence indicates that distraction can undermine engagement, perceived learning, and satisfaction, while self-regulation and attention management strategies can mitigate these effects. Instructional design that anticipates distraction, fosters structured interaction, and ensures equitable access to learning tools is essential for optimizing student focus and outcomes. Beyond immediate classroom strategies, the findings highlight the importance of ongoing reflection on how digital environments shape attention, engagement, and educational quality. Future research should explore adaptive pedagogical approaches, technology-supported scaffolds, and systemic interventions to sustain attention and enhance learning experiences in increasingly digital and hybrid higher education contexts.

Keywords: Digital Distraction; Undergraduate Students; Higher Education; Instructional Design; Student Engagement

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1. INTRODUCTION

The rapid advancement of digital technologies has fundamentally reshaped the landscape of higher education. Digital devices such as smartphones, tablets, and laptops have evolved from supplementary learning tools into core infrastructures that mediate most academic activities undertaken by university students (Bond et al., 2021; Mercader & Gairín, 2020). The widespread integration of learning management systems, videoconferencing platforms, collaborative digital tools, and instant access to online information has created an always-connected learning ecosystem. This transformation was significantly accelerated during the COVID-19 pandemic, when higher education institutions worldwide were compelled to adopt Emergency Remote Teaching (ERT) as the primary mode of instruction.

Unlike planned online learning, ERT was implemented under conditions of limited preparation, insufficient pedagogical design, and constrained institutional readiness (Bozkurt, 2020; Ferri et al., 2020; Cahyadi et al., 2021). As a result, digital technologies not only replaced face-to-face instruction but also redefined the nature of pedagogical interaction in higher education.

Despite optimistic narratives that frame digitalization as a catalyst for flexibility, accessibility, and pedagogical innovation, its implementation has generated complex and often contradictory outcomes. One of the most critical challenges emerging from this transformation is digital distraction among university students. The omnipresence of digital devices creates learning environments saturated with competing stimuli for students' attention, including social media notifications, instant messaging, entertainment content, and non-academic web browsing (Dontre, 2020; Hanin, 2021). A growing body of research demonstrates that digital distraction adversely affects students' attention, note-taking quality, cognitive engagement, and academic performance (Flanigan & Titsworth, 2020; Aivaz & Teodorescu, 2022). Within online and ERT contexts, these risks are amplified due to reduced classroom control, limited instructor monitoring, and heightened demands on students' self-regulation skills (Göl et al., 2023; Dariyono & Rizky, 2026). Consequently, digital distraction has emerged as a structural challenge in contemporary higher education rather than a marginal or incidental concern.

Unlike traditional forms of distraction, digital distraction is deeply embedded within the learning medium itself. Students are required to engage academically through the same devices that simultaneously facilitate distraction, creating an inherent tension between learning and non-academic digital engagement (Flanigan & Babchuk, 2020). Research on media multitasking indicates that frequent task-switching increases cognitive load, fragments attention, and undermines deep learning processes (Deepa et al., 2022; Nema et al., 2023). Furthermore, internalized digital habits and heightened online vigilance reinforce students' tendencies to check their devices reflexively, even during cognitively demanding learning activities (Aagaard, 2021; Mondal, 2024). These findings suggest that digital distraction is not merely a matter of individual behavior but a multidimensional phenomenon shaped by the interplay of technological design, pedagogical practices, and students' personal characteristics.

Although scholarly interest in digital distraction has expanded considerably over the past decade, existing research still reveals substantial conceptual and empirical gaps. First, many studies focus predominantly on face-to-face instruction or formally designed online learning environments, while the specific conditions of ERT remain underexplored (Bond et al., 2021; Göl et al., 2023). This omission is significant, as ERT differs fundamentally from conventional e-learning in terms of instructional design quality, psychological stressors, and students' learning conditions (Bozkurt, 2020; Ferri et al., 2020). Second, prior research tends to be fragmented, examining isolated variables such as device usage frequency, smartphone dependence, or multitasking behaviors without integrating pedagogical and environmental dimensions (Dontre, 2020; Rivera-Vargas & Romani, 2020). Such approaches fail to capture the systemic nature of digital distraction in higher education contexts.

Another notable gap in the literature concerns the limited attention given to subjective indicators of learning effectiveness, particularly perceived learning and general satisfaction. While objective academic outcomes are frequently examined, students' perceptions of learning quality and satisfaction play a critical role in shaping motivation, engagement, and persistence in digital learning environments (Baloran & Hernan, 2021). Sustained digital distraction may diminish student's perceived learning even when measurable performance outcomes remain stable, thereby undermining the overall quality of the learning experience (Flanigan et al., 2022). However, perceived learning and general satisfaction are rarely analyzed simultaneously within digital distraction research, leaving an incomplete understanding of how attention fragmentation influences both cognitive and affective dimensions of learning.

The complexity of digital distraction is further intensified by the increasing integration of artificial intelligence (AI) technologies in education. While AI-driven tools offer opportunities for personalization and efficiency, they also raise concerns regarding cognitive offloading and learner disengagement when pedagogical integration is insufficient (Perrotta & Selwyn, 2020; Naamati-Schneider & Alt, 2024). Studies on AI in education highlight tensions between technological innovation and teachers' pedagogical readiness, which may inadvertently exacerbate distraction rather than enhance learning (Abedi, 2024; Arvin et al., 2023). In this context, digital distraction extends beyond social media and entertainment to include instructional technologies themselves when they are not designed with attention management in mind.

Contemporary literature increasingly conceptualizes digital distraction as a multidimensional phenomenon arising from the interaction of technological, personal, and environmental factors. Technological factors include interface design, persuasive features, and multitasking affordances embedded in digital platforms (Hanin, 2021). Personal factors encompass students' self-regulation abilities, habitual digital behaviors, and attentional control (Aagaard, 2021; Deepa et al., 2022). Environmental factors involve instructional design quality, learning task structure, and the nature of student–instructor interaction (Mercader & Gairín, 2020; Flanigan & Babchuk, 2020). Nevertheless, most existing studies address these dimensions in isolation, limiting their capacity to explain the dynamic and systemic nature of digital distraction in higher education.

In response to these gaps, this study adopts a Technology–Personal–Environment (TPE) framework to examine digital distraction among university students in a comprehensive and integrative manner. This framework conceptualizes digital distraction as the outcome of interactions between technological design, students' personal characteristics, and learning environment conditions. By explicitly linking digital distraction to perceived learning and general satisfaction, this study seeks to bridge the literatures on educational technology, learning psychology, and instructional design. Such an approach aligns with calls for more adaptive and evidence-based instructional design practices in digitally mediated higher education (Fatqurhohman et al., 2025; Sidik et al., 2025).

The urgency of this research is further underscored in the post-pandemic era, as online and hybrid learning models have become institutionalized rather than temporary solutions (Bozkurt, 2020; Bond et al., 2021). Without a robust empirical understanding of digital

distraction, the continued adoption of educational technologies risks fostering superficial learning, reduced engagement, and long-term degradation of students' learning habits. Therefore, this study aims to provide a critical and comprehensive analysis of digital distraction in higher education, offering conceptual clarity and empirical insights to inform the development of instructional designs that are more attention-aware, adaptive, and grounded in evidence.

2. METHOD

Research Design

This study employed an integrative literature review to critically synthesize empirical and conceptual research on digital distraction in higher education. An integrative approach was selected because digital distraction represents a multidimensional phenomenon involving technological affordances, cognitive regulation, and instructional environments (Dontre, 2020; Hanin, 2021). Unlike systematic reviews that focus narrowly on effect sizes, integrative reviews enable conceptual consolidation across diverse methodological traditions.

The review was guided by a thematic synthesis strategy structured through a Technology–Personal–Environment (TPE) analytical framework. This framework was developed to systematically categorize how digital distraction emerges from the interaction between digital infrastructures, student-level cognitive characteristics, and instructional contexts.

Table 1. Review Design and Analytical Framework

Aspect	Description
Review type	: Integrative literature review
Purpose	: To critically synthesize empirical and theoretical studies on digital distraction in higher education
Analytical approach	: Thematic synthesis
Theoretical framework	: Technology–Personal–Environment (TPE) framework
Unit of analysis	: Empirical and conceptual peer-reviewed journal articles
Primary Outcome	: Digital distraction, perceived learning, and general satisfaction

Search Strategy

The literature search was conducted across three major academic databases: Scopus, Web of Science, and ScienceDirect. These databases were selected to ensure comprehensive coverage of peer-reviewed publications in educational technology and higher education research. Search strings combined key constructs using Boolean operators: “*digital distraction*” OR “*media multitasking*” AND “*higher education*” OR “*university students*” AND “*online learning*”. Searches were limited to title, abstract, and keyword fields to ensure topical relevance. The screening process consisted of two stages: (1) title and abstract review, followed by (2) full-text eligibility assessment.

Table 2. Literature Search Strategy

Component	Description
Databases	: Scopus, Web of Science, ScienceDirect
Keywords	: “digital distraction”, “media multitasking”, “student attention”, “higher education”, “online learning”
Boolean operators	: AND, OR
Search fields	: Title, abstract, keywords
Screening stages	: Title–abstract screening; full-text review

Eligibility Criteria

Studies were included if they:

- 1) Were peer-reviewed journal articles;
- 2) Were published between 2020 and 2025;
- 3) Focused explicitly on digital distraction or media multitasking in higher education;
- 4) Examined university or college students;
- 5) Investigated digitally mediated learning contexts (online, hybrid, face-to-face with digital integration).

Studies were excluded if they addressed general technology use without explicit reference to distraction or were conducted outside higher education contexts.

Table 3. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Publication type	: Peer-reviewed journal articles	Conference papers, theses
Publication period	: 2020–2025	Before 2020
Educational level	: Higher education	K–12 or vocational education
Topic relevance	: Explicit focus on digital distraction	General technology use
Learning context	: Online, hybrid, digitally integrated	Non-educational contexts

Data Extraction

A structured data extraction protocol was applied to ensure consistency across studies. Each article was coded for bibliographic information, methodological design, learning context, types of distraction examined, and outcome variables. Given evidence that digital distraction influences both cognitive and affective learning indicators (Flanigan & Titsworth, 2020; Deepa et al., 2022), particular attention was given to perceived learning and general satisfaction as primary outcome variables.

Table 4. Data Extraction Categories

Category	Description
Bibliographic data	: Author(s), year, journal
Study design	: Quantitative, qualitative, mixed-methods
Learning context	: Online, hybrid, face-to-face
Distraction type	: Multitasking, social media use, device exposure
Outcome variables	: Attention, engagement, perceived learning, satisfaction
Theoretical basis	: Cognitive load, self-regulation, attention theory

Analytical Framework

To ensure theoretical coherence, all studies were analyzed using the Technology–Personal–Environment (TPE) framework. This framework conceptualizes digital distraction as the result of interactions among:

- 1) Technological affordances (e.g., mobile devices, notifications);
- 2) Personal cognitive and behavioral characteristics (e.g., self-regulation, attention control);
- 3) Environmental and instructional conditions (e.g., delivery mode, instructional design quality).

Table 5. Technology–Personal–Environment (TPE) Coding Scheme

Dimension	Operational Definition	Example Indicators
Technology	: Digital tools and platform affordances enabling distraction	Smartphones, social media, LMS notifications
Personal	: Individual cognitive and behavioral characteristics	Self-regulation, attention control
Environment	: Instructional and contextual learning conditions	Online delivery mode, course structure

Methodological Rigor

Methodological rigor was ensured through systematic screening, predefined inclusion criteria, structured data extraction, and theory-driven coding. By integrating empirical findings within the TPE framework, the review provides a coherent analytical structure for examining digital distraction in higher education.

3. RESULTS AND DISCUSSION

3.1. Results

Overview of Synthesized Results

This integrative review synthesized findings from twelve peer-reviewed studies examining digital distraction among university students in higher education contexts. The selected studies comprised quantitative surveys, structural equation modeling (SEM), qualitative phenomenological investigations, mixed-method research, systematic mapping reviews, and conceptual analyses. Most empirical studies were conducted in online or emergency remote teaching (ERT) environments, reflecting the increasing digitalization of higher education.

Across the studies, digital distraction emerged as a multidimensional phenomenon involving behavioral, cognitive, environmental, and instructional factors. While several studies emphasized individual attention control and self-regulation mechanisms, others highlighted course design, instructional interaction, and institutional policy as structural determinants. Table 1 summarizes the analytical synthesis of the included studies.

Table 6. Summarizes The Analytical Synthesis of The Included Studies

Author(s) & Year	Thematic Area	Synthesized Findings	Study Type / Characteristics
Dontre (2020)	Technology-induced distraction	Smartphones and social media are the most consistent sources of academic distraction; self-regulatory and environmental interventions are critical	Narrative literature review
Aagaard (2021)	Habitual distraction & self-regulation	Digital distraction occurs prereflectively and habitually; students manage distraction by restructuring learning environments (e.g., closing laptops, blocking apps) to regain attentional control	Qualitative phenomenological study; university students
Baloran & Hernan (2021)	Engagement & course satisfaction	Course satisfaction is positively correlated with multiple dimensions of student engagement, indicating that learning quality mediates distraction-related disengagement	Quantitative SEM study; 529 university students
Bond et al. (2021)	Emergency remote teaching context	ERT research focused heavily on student perceptions with limited attention to instructional design quality, interaction, and attentional regulation	Systematic mapping review; 282 empirical studies
Cahyadi et al. (2021)	ERT instructional principles	Poor accessibility, flexibility, and infrastructure undermine learning focus and contribute indirectly to digital distraction	Mixed-method ERT evaluation; Indonesian higher education
Hanin (2021)	Conceptual foundations of distraction	Digital distraction is a structural condition of the attention economy, not merely an individual failure of self-control	Philosophical and conceptual analysis
Flanigan & Babchuk (2022)	Instructor perceptions	Digital distraction influences pedagogical decisions and damages classroom integrity; instructors prefer preventive rather than punitive strategies	Qualitative phenomenological study; college instructors
Aivaz & Teodorescu (2022)	Multitasking & learning modality	Digital distraction and multitasking are significantly higher in online courses than face-to-face; weak instructional policies and low interaction increase off-task behavior	Quantitative comparative survey; online vs. face-to-face courses
Deepa et al. (2022)	Attention control & distraction	Social media involvement predicts academic distraction, but its impact on performance is moderated by attention control	Quantitative SEM study; 272 university students
Flanigan et al. (2022)	Course policy & rapport	Collaborative and non-confrontational technology policies reduce distraction while	Mixed-method survey study; undergraduates

		preserving student–instructor rapport	
Göl et al. (2023)	Distraction, satisfaction & perceived learning	Digital distraction negatively predicts perceived learning and general satisfaction; satisfaction mediates learning outcomes	Quantitative correlational study; 1,532 university students
Nema et al. (2023)	Social media & teaching evaluation	Social media distraction disrupts cognitive engagement and biases student evaluations of teaching effectiveness	Mixed-method study; management education students

Table 1 presents the thematic areas, synthesized findings, and methodological characteristics of the included studies. The evidence indicates that digital distraction in university students is not limited to device misuse but is closely associated with instructional structure, engagement quality, and satisfaction levels.

Thematic Findings

1. Habitual and Cognitive Mechanisms of Digital Distraction

Several studies conceptualized digital distraction as a habitual and prereflective behavior embedded in students' daily academic routines. Aagaard (2021) demonstrated that distraction often occurs automatically, requiring environmental restructuring strategies for attentional recovery. Similarly, Dontre (2020) identified smartphones and social media as dominant sources of distraction, particularly during self-directed learning. Deepa et al. (2022) further showed that attention control moderates the relationship between social media involvement and academic distraction. These findings suggest that digital distraction is not solely a matter of device presence but is mediated by cognitive regulation capacity. Collectively, the evidence indicates that distraction operates at both behavioral and cognitive levels, reinforcing its complexity beyond simple technology overuse.

2. Instructional Design and Learning Environment Conditions

A second cluster of findings highlights the role of instructional design and learning modality. Aivaz and Teodorescu (2022) reported significantly higher multitasking and distraction levels in online courses compared to face-to-face settings. Similarly, Cahyadi et al. (2021) found that poor accessibility, limited flexibility, and inadequate instructional structure during ERT indirectly increased disengagement and off-task behavior. Flanigan and Babchuk (2020) and Flanigan et al. (2022) emphasized the importance of collaborative technology policies and preventive pedagogical strategies. Göl et al. (2023) demonstrated that digital distraction negatively predicts perceived learning and overall course satisfaction. These findings indicate that digital distraction is strongly influenced by instructional conditions rather than being purely student-driven behavior.

3. Engagement, Satisfaction, and Academic Outcomes

Several quantitative studies identified engagement and satisfaction as mediating variables. Baloran and Hernan (2021) showed that course satisfaction positively correlates

with student engagement dimensions. Göl et al. (2023) confirmed that satisfaction mediates the relationship between distraction and perceived learning. Nema et al. (2023) extended this perspective by showing that social media distraction can bias students' evaluation of teaching effectiveness, suggesting broader academic implications beyond immediate learning performance. Overall, digital distraction demonstrates measurable associations with academic perception, engagement, and evaluative outcomes.

4. Structural and Conceptual Framing of Digital Distraction

Beyond empirical correlations, two studies provided broader structural perspectives. Bond et al. (2021) observed that much ERT research focused on student perceptions while insufficiently addressing instructional design quality. Hanin (2021) framed digital distraction as a structural feature of the contemporary attention economy rather than merely an individual failure of self-discipline. These perspectives reinforce the understanding that digital distraction is embedded within systemic and socio-digital conditions of higher education.

Synthesis of Core Patterns

Across the twelve studies, three consistent patterns emerged:

- 1) Digital distraction is habitual and cognitively mediated.
- 2) Instructional design quality significantly influences distraction intensity.
- 3) Engagement and satisfaction act as mediating mechanisms between distraction and academic outcomes.

The convergence of qualitative, quantitative, and conceptual evidence suggests that digital distraction in university students is a multidimensional phenomenon requiring attention at individual, pedagogical, and structural levels.

3.2. Discussion

The synthesis of 12 empirical and conceptual studies highlights that digital distraction is a multifaceted phenomenon in higher education, influenced by habitual, cognitive, pedagogical, and structural factors. Habitual and cognitive mechanisms, such as those identified by Aagaard (2021), Deepa et al. (2022), and Dontre (2020), demonstrate that students' off-task behaviors often occur unconsciously and are exacerbated by habitual device use and poor self-regulation. Similarly, social media and multitasking behaviors disrupt attention but may not uniformly reduce academic performance when moderated by attention control (Deepa et al., 2022).

From the perspective of instructional design and modality, studies indicate that online and emergency remote teaching (ERT) environments amplify distraction risks (Aivaz & Teodorescu, 2022; Cahyadi et al., 2021). Structural aspects, including instructor policies, availability of synchronous tools, and course design, significantly shape students' engagement and off-task behaviors (Flanigan et al., 2022; Bond et al., 2021). Furthermore, engagement and satisfaction are strongly linked to perceived learning outcomes, as confirmed by Baloran & Hernan (2021) and Göl et al. (2023). Collectively, these findings underscore that digital distraction is not merely a behavioral problem; it emerges from the

interaction between technology, learner characteristics, and learning environments, aligning with the Technology–Personal–Environment (TPE) framework adopted in this study.

Cognitive and Habitual Dimensions

Habitual digital distraction is a recurring theme across several studies. Aagaard (2021) shows that distraction often occurs automatically, requiring environmental restructuring, like closing laptops or using blocking tools, to regain control. Deepa et al. (2022) similarly highlight that attention control moderates the effect of distraction on academic outcomes, emphasizing that students' self-regulatory capacity determines the impact of off-task behaviors. These findings align with cognitive load theory, suggesting that fragmented attention increases intrinsic and extraneous load, reducing opportunities for deep learning (Sweller, 2011, as cited in Dontre, 2020). Furthermore, the habitual nature of distraction suggests that interventions should go beyond punitive measures. Structural supports, such as built-in attention aids or digital hygiene education, are more effective in sustaining focus than reactive classroom enforcement (Flanigan & Babchuk, 2020; Flanigan et al., 2022). This underscores the need for instructional design that preempts distraction rather than merely responding to it.

Instructional Design and Environmental Influences

Digital distraction is exacerbated in online and ERT contexts, where student monitoring is limited and instructor presence is mediated through digital platforms. Aivaz & Teodorescu (2022) found that Romanian students reported twice as much distraction in online courses compared to face-to-face settings. Similarly, Cahyadi et al. (2021) revealed that the effectiveness of ERT in Indonesia is constrained by infrastructure, accessibility, and flexibility. These structural barriers demonstrate that designing remote learning environments requires careful attention to both technological affordances and pedagogical strategies. Instructor-led interventions, including co-designed technology policies, have shown positive effects on student buy-in and rapport (Flanigan et al., 2022). Conversely, confrontational enforcement strategies, such as public reprimands or device confiscation, may reduce engagement and harm perceived instructor-student relationships. Thus, instructional designers must balance control measures with relational dynamics to minimize distraction without compromising student engagement.

Engagement, Satisfaction, and Perceived Learning

Student engagement and satisfaction are strongly interlinked with digital distraction levels. Göl et al. (2023) and Baloran & Hernan (2021) demonstrate that distraction negatively correlates with perceived learning and overall course satisfaction. Moreover, Nema et al. (2023) reveal that social media distractions distort student evaluations of teaching, affecting both cognitive and emotional engagement. These findings imply that effective instructional design must prioritize not only content delivery but also student attentional management, especially in remote and blended environments. Integrating engagement-oriented strategies, like active learning, structured interactions, and attention scaffolding, can mitigate digital distraction. For instance, synchronous collaborative tools

combined with brief interactive sessions encourage sustained attention, aligning with Bond et al. (2021)'s observation of ERT practices globally.

Structural and Philosophical Considerations

Beyond pedagogy, structural and ethical dimensions influence distraction. Hanin (2021) frames digital distraction as part of the attention economy, highlighting that societal and technological structures often undermine students' attentional capacities. This perspective reinforces that interventions must target systemic factors, including platform design, digital literacy, and institutional policies. Universities are therefore challenged to create environments that support focus and self-regulation, instead of expecting students to navigate pervasive digital temptations independently.

Implications for Higher Education Instructional Design

Synthesizing these insights, the study emphasizes several practical implications:

- 1) **Design for Attention:** Courses should embed structured opportunities for focus, including distraction-minimizing environments and interactive learning activities.
- 2) **Policy Integration:** Technology-use policies co-developed with students promote buy-in and reduce off-task behavior without harming rapport.
- 3) **Digital Literacy & Self-Regulation:** Training students to manage habitual distraction, coupled with awareness of cognitive load, enhances learning outcomes.
- 4) **Infrastructure & Equity:** Adequate access to reliable technology and internet is crucial to prevent frustration and distraction, particularly in developing contexts (Cahyadi et al., 2021).
- 5) **Data-Informed Adjustments:** Monitoring distraction trends and engagement metrics enables iterative instructional improvement.

Collectively, these recommendations align with the Technology–Personal–Environment framework, positioning digital distraction as an emergent property of complex interactions among learners, technology, and learning contexts.

4. CONCLUSION

Digital distraction among university students emerges as a complex and multidimensional challenge shaped by habitual device use, cognitive load, social engagement, and learning environment characteristics. The phenomenon is particularly pronounced in online and hybrid learning contexts, where reduced direct supervision and variable instructional designs amplify off-task behaviors. Students often engage with digital tools automatically, creating habitual patterns of distraction that can undermine sustained attention, engagement, and the perceived quality of learning experiences. Simultaneously, individual differences in self-regulation, attention control, and adaptive strategies moderate the impact of these behaviors, indicating that digital distraction is not solely a consequence of technology but a dynamic interplay between learner, task, and environment.

Addressing digital distraction requires a holistic, context-sensitive approach that integrates attention-conscious instructional design, structured interaction, and learner support within equitable technological infrastructures. Designing courses that anticipate distraction, embedding self-regulatory scaffolds, and establishing collaborative digital policies can foster focused engagement and meaningful learning. Beyond immediate mitigation, the study underscores the need for continuous reflection on how digital environments shape attentional patterns and educational outcomes. Future efforts should explore innovative pedagogical strategies, adaptive technologies, and systemic interventions to sustain student attention, optimize engagement, and enhance overall learning quality in increasingly digital higher education landscapes.

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