

STUDENTS' PERCEPTIONS OF BRAIN ROT CULTURE IN LEARNING ENGLISH THROUGH TIKTOK AND INSTAGRAM REELS

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Abstract: *The growth of short video platforms such as TikTok and Instagram Reels has significantly changed the way students consume English content and learning materials. Despite helping students learn English authentically and diversely through available content, this activity can decline cognitive function in students, known as "brain rot." This phenomenon is already popular among students. However, research specifically discussing brain rot remains limited. To address this gap, this study aims to explore the perceptions of English Education students in Indonesia regarding the phenomenon of "brain rot" that has affected students' experiences in learning English in the era of rapid short video consumption. Using qualitative descriptive methods, this study was conducted at UIN Syarif Hidayatullah involving 11 English education students selected through an online snowball technique. Data collection was conducted using an online open-ended questionnaire and was analyzed thematically. Findings show variations in students' perceptions of the brain rot phenomenon. Participants acknowledged the existence of this phenomenon and its impact on cognitive processes, especially on attention span and focus in learning. Although TikTok and Instagram Reels help improve their vocabulary and pronunciation, students also reported a significant decline in concentration and time management. To overcome this, participants used different self-regulation techniques with varying degrees of success. These findings contribute to a deeper understanding of students' experiences related to the phenomenon of "brain rot" associated with the use of TikTok and Instagram Reels, which provide considerations for future pedagogical approaches and raise awareness of digital well-being in English language learning.*

Keywords: *Brain Rot, English Language Learning, Instagram Reels, Short-form Media, TikTok*



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Abstract: *Pertumbuhan platform video pendek seperti TikTok dan Instagram Reels secara signifikan telah mengubah cara siswa mengonsumsi konten dan materi pembelajaran bahasa Inggris. Meskipun membantu siswa belajar bahasa Inggris secara autentik dan beragam melalui konten yang tersedia, aktivitas ini dapat menyebabkan penurunan fungsi kognitif pada siswa, yang dikenal sebagai “brain rot.” Fenomena ini sudah populer di kalangan siswa. Namun, penelitian yang secara khusus membahas fenomena brain rot masih terbatas. Untuk mengatasi kesenjangan ini, penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa Pendidikan Bahasa Inggris di Indonesia mengenai fenomena “brain rot” yang telah mempengaruhi pengalaman belajar bahasa Inggris mereka di era pesatnya konsumsi video pendek. Menggunakan metode deskriptif kualitatif, penelitian ini dilakukan di UIN Syarif Hidayatullah melibatkan 11 mahasiswa Pendidikan Bahasa Inggris yang dipilih melalui teknik snowball online. Pengumpulan data dilakukan menggunakan kuesioner terbuka online dan dianalisis secara tematis. Hasil penelitian menunjukkan adanya ragam persepsi siswa terhadap fenomena “brain rot”. Peserta mengakui keberadaan fenomena ini dan dampaknya terhadap proses kognitif, terutama pada rentang perhatian dan konsentrasi dalam belajar. Meskipun TikTok dan Instagram Reels membantu meningkatkan kosakata dan pengucapan mereka, siswa juga melaporkan penurunan signifikan dalam konsentrasi dan kemampuan mengelola waktu belajar. Untuk mengatasi hal ini, peserta menggunakan berbagai teknik regulasi diri dengan tingkat keberhasilan yang bervariasi. Temuan ini memberikan kontribusi terhadap pemahaman yang lebih mendalam tentang pengalaman siswa terkait fenomena “brain rot” yang terkait dengan penggunaan TikTok dan Instagram Reels, memberikan pertimbangan dalam praktik pengajaran di masa depan dan kesadaran akan kesejahteraan digital dalam pembelajaran bahasa Inggris.*

Keywords: *Brain Rot, Konten Durasi Pendek, Pembelajaran Bahasa Inggris, Reels Instagram, TikTok*

INTRODUCTION

The short videos transformation has changed in a great way the way university students consume English-language content and learning resources. TikTok and Instagram Reels are the leading platforms in digital media among Generation Z and younger millennials, who are predominantly the learners in higher education today. Their algorithm-based and highly interactive format provides an individual with constant exposure to the use of authentic language, up-to-date vocabulary, and various communicative

patterns, which makes these platforms even more applicable to English language learning settings.

With these advantages, though, there has been a serious cognitive concern with the extreme usage of short-form content. The brain rot is one such phenomenon that has gained much cultural traction, and the term was named the Word of the Year in the Oxford Dictionary in 2024. Cognitive fatigue, impaired attention, and mental exhaustion caused by the continuous exposure to dopamine-stimulating content, which is fed to the brain algorithmically, are referred to as brainrot (Yousef et al., 2025). The disorder has generally been linked to reduced attention, inability to concentrate, loss of critical thinking, and poor memory.

The literature has already identified pedagogical opportunities and threats of short-video platforms in the process of English language learning. Investigation suggests that short-form media may increase the engagement of learners, their creativity, vocabulary learning, and speaking competence because of the high interest in visually attractive and succinct content displayed by the students (Datu et al., 2023; Dewi et al., 2022). The opportunity that can be offered by these platforms is also the exposure to authentic language and informal exposure to culture that is mostly restricted by traditional classroom environments. However, there are other studies, which are also concerned with adverse effects, such as addictive scrolling, disrupted attention, attention disorders, and exposure to linguistically inappropriate or poor-quality content (Adini et al., 2023; Harsanto et al., 2025).

Although there has been an increasing number of research on the topic of social media and English language learning globally, those that directly investigate the phenomenon of brain rot in the Indonesian EFL context are few. This is one area that can be clearly observed in students majoring in English Education, since they are in a dual role, as language learners and future educators. Although Indonesian students have shown their conscious

regard for the cognitive risks of excessive consumption of short-form content, they all express difficulties in effectively regulating their media consumption (Wulansari and Aesthetika, 2025). Furthermore, the recent discoveries indicate that brain-rot habits can have adverse impacts on the concentration and literacy building of students in the school environment (Al Najib et al., 2025).

To address this gap, the current study paper will seek to address the perceptions and effects of brain-rot culture on English Education students at UIN Syarif Hidayatullah Jakarta regarding their experiences learning English. By employing a qualitative descriptive research design, the study aims to obtain a deep insight into the effect of short-form video usage on the interest, motivation, concentration, learning strategies, and overall academic performance of students in learning English. By targeting this particular population, the study aims to make valuable contributions to the issues and implications of using digital media in modern English language teaching.

LITERATURE REVIEW

Research on the role of social media in English language learning has grown rapidly in recent years, especially on short video platforms. This increased attention reflects changes in the way students learn today, as they are now more accustomed to learning through content that can be accessed from their mobile phones and watched at any time. Platforms such as TikTok and Instagram Reels are very popular because they are easily accessible, have short video durations, and have high user interaction rates, making them attractive to the current generation of learners (Humairah et al., 2025).

Many studies show that learners have a positive perception of short video platforms for learning English. TikTok, for example, is often considered a fun and flexible learning resource. Learners can access English materials anytime and anywhere, in line with the trend of informal and independent

learning (Humairah et al., 2025). In addition, videos from TikTok and Instagram Reels can support speaking skills, vocabulary comprehension, and pronunciation, especially if the content is interesting and has pedagogical value (Dewi et al., 2022; Datu et al., 2023; Ningsih et al., 2023). Learners also appreciate the use of authentic language, including native speaker speech patterns, various accents, and real communication contexts, which have a positive impact on confidence and enthusiasm for learning (Hasby & Angrum, 2023; Silaban & Marpaung, 2024) In addition to its benefits for language skills, social media videos are also considered an important driver in English language learning outside the classroom environment. This supports informal and independent learning (Assakhi & Fakhurriana, 2023). These findings show that short video platforms have great potential to complement formal learning and increase student engagement.

However, on the other hand, there are several concerns regarding the use of short video platforms in learning. One of the issues that often arises is the quality and consistency of the educational content available. Many videos labeled “educational” are not supported by pedagogical principles or are not in line with established language learning approaches (Adini et al., 2024). Technical limitations, the existence of content that is viewed solely because of algorithms, and the lack of structured learning objectives further complicate the effective use of social media in English language learning (Aprian et al., 2023). In addition, experts also warn that the fragmented nature of the content and the lack of clear context can hinder deeper language processing and exacerbate the problem of continuous learning (Modhvadiya & Vahora, 2025). Recently, interest in the cognitive and psychological effects of excessive consumption of short-form content has been growing. Students themselves have expressed concerns about addictive scrolling habits, decreased concentration, and difficulty maintaining attention during study (Humairah et al., 2025). Research involving university students has noted alarming patterns, such as a continuous decline in attention and low engagement in deep learning

processes, which occur as a result of continuous exposure to short videos (Aysi et al., 2025).

These cognitive problems are further discussed in the concept of “brain rot,” which refers to mental fatigue, attention disorders, and decreased engagement in thinking due to prolonged interaction with short content driven by algorithms (Yousef et al., 2025).

Research findings show that excessive use of TikTok and Instagram Reels is associated with difficulty concentrating during the learning process (Harsanto et al., 2025). Some experts describe “brain rot” as a recognizable youth subculture, reflecting the younger generation's awareness of changes in their learning and cognitive experiences (Owens, 2025). Further research also shows that the compulsive habit of consuming short content can weaken intrinsic learning motivation, especially in systematic and continuous English language learning (Kuilong, 2025). However, interactive and well-designed digital learning media are considered a potential solution to reduce this negative impact (Fajar, 2025). Cultural perspectives also reveal similarities and differences in how students view and respond to these challenges in various educational contexts (Pang, 2025).

Although discussions about “brain rot” are increasing in general education circles, research that systematically examines this phenomenon in the context of English language learning is still limited, especially in Indonesia. Most existing studies focus on high school students or general university students, without paying particular attention to English Education students who are preparing to become teachers. In addition, few studies have investigated the relationship between students' explicit awareness of “brain rot” and their actual learning practices. This gap highlights the need for more context-sensitive and learner-centered research. Therefore, this descriptive qualitative study is necessary to address these shortcomings by analyzing how the culture of “brain rot” is perceived and experienced by English Education students at several universities in Indonesia. Focusing on

prospective English teachers, this study aims to provide an in-depth understanding of the impact of short videos on learning engagement, motivation, attention, and learning strategies, thereby providing deeper insights into the use of digital media in English language education today.

METHOD

Method and Design of the Research

The research employed qualitative descriptive research and the use of textual data to explore the perceptions of the culture and its impacts on the English language learning experiences among the English Education students. The data analyzed in this study were qualitative data collected through open-ended questionnaires that allowed for in-depth exploration of participants' perceptions, experiences, and self-regulation regarding the use of short media. Descriptive qualitative research does not mean to create wholesome summaries of experiences expressed in vernacular, yet it is also true-to-consume and almost personal to participants. In the context of this study, this approach is highly relevant because it focuses on students' personal experiences regarding the phenomenon of brain rot in the use of short media.

Participants

The research was conducted within an online environment, which is also digital in nature, the brain rot culture itself. Involving 11 students who were selected through the online questionnaire, the respondents were English Education Students at UIN Syarif Hidayatullah, Jakarta, who actively use digital platforms and online media as a daily activity and a learning process. They were obtained by the use of snowball sampling, which allowed the researcher to access the people who had similar experiences in terms of consuming digital content and learning English. The decision to use this sampling method was to reach a group of respondents with access to information and relevance. The sources of primary data were the written answers to a written questionnaire, which were retrieved through an open-

ended questionnaire. The data were individual opinions of the participants, their awareness, experiences, and coping mechanisms of the brain-rot culture and English learning. The self-reported data were used in the correct manner since the study was conducted to find internal attitudes, thoughts, and perceptions, and not quantifiable behavioral consequences.

Research Instruments

In this study, an open-ended questionnaire was used to collect data on students' views of the "brain rot" culture and its impact on their attitudes toward learning English. An open-ended questionnaire was used so that participants could freely share their thoughts and experiences regarding the brain-rot culture without being limited to specific options. The questionnaire was conducted online using Google Forms and consisted of four sections covering the following information: students' social position and information habits; knowledge or awareness of the term "brain rot"; factors that influence this culture in English language learning; stress management methods; and stress reduction methods.

Technique of Data Collection

Data was collected through an open online questionnaire to explore students' experiences and perceptions of brain rot in short video consumption. The snowball technique was implemented in data collection, whereby first, students who met the criteria were contacted and asked to fill out an online questionnaire. Next, participants helped distribute the questionnaire to several friends with the same criteria to help fill it out. This technique made it easier for researchers to obtain participants who met the criteria through a digital platform. The link to the questionnaire was available for about three weeks. All data were stored securely in a password-protected state, participant identity information was kept apart and replaced with pseudonyms to maintain confidentiality.

Technique of Data Analysis

The data collected were investigated with the help of the thematic analysis according to the six stages of thematic analysis suggested by Braun and Clarke (2006). The analysis commenced by being familiar with the data by repeatedly reading the responses. Then, the first codes were acquired to recognize significant units concerning the brain rot culture and English learning attitude. These codes were then grouped into possible themes, which were re-examined and narrowed down to make them coherent internally and able to target the aims of the research. The last themes were articulated, identified, and construed, and then reported in the findings section. During the analysis process, similarities and differences in the perception of the participants were also discussed in order to be able to show the heterogeneity of the experiences of students. The methodology used made the findings reflect a wide range of perspectives and had a high level of analytical rigor and credibility.

RESULTS

1.1. Students' Awareness of Brain Rot Culture

Every participant was aware of the term brain rot, but with a different meaning. The majority believed that the brain rot was a degeneration of the thinking capacity or mental performance due to overuse of digital content. A more detailed explanation was given by one of the respondents: *"pembusukan otak. se pemahaman saya, itu adalah suatu kondisi otak dimana otak sudah tidak se produktif sebelumnya. otak tidak mau bekerja lebih, tidak mau lelah, dan hanya ingin selalu diberikan dopamin dengan cara melakukan hal" sangat tidak mengasah ketajaman berpikir otak"*

Other definitions were: *"mungkin seperti melemahkan fungsi otak, iya, keadaan dimana kita jadi malas untuk menggunakan otak kita, Ya, brain rot adalah istilah ejekan/candaan kepada orang/suatu hal yg aneh karena terlalu lama berada di dalam dunia maya, Pernah, jadi brainrot adalah ketika otak terlalu banyak mengonsumsi konten"* Brain rot was perceived by

students as a reality rather than an online slang word. This demonstrates the fact that students are conscious of their own thinking processes that are evolving.

In addition, the consumption patterns were quite diverse, with the participants noting that they watch TV daily between 1.5 and 8-9 hours per day. One of the respondents stated: *"8-9 jam per hari, biasanya konten video random atau tentang game. Others said: "sekitar 5 jam/perhari, jenis kontennya macam2 cuma serinan konten lucu gitu, 3-4 jam, seputar video diy, memes, binatang, dan sebagainya, 2 jam. ASMR, mukbang, mini vlog, review product, berita seleb, and 1 setengah jam, konten game, meme, and belajar bahasa Inggris".*

1.2. Educational Benefits and Negative Impacts of Short-form Media Consumption

Despite entertainment-focused consumption, participants identified meaningful benefits. The most frequent was vocabulary acquisition. One respondent stated: *"Lumayan menambah vocabularies dalam ranah yang sedikit asing, seperti culture negara lain, video diy, dan lainnya. Terkadang saya harus membuka Google Translate untuk mencari arti yang sesuai dengan konteks yang diberikan/yang terlampir di dalam video."*

Another explained: *"Cukup berpengaruh, biasanya trend² barat ky lebih menarik buat ak scr personal dan banyak yg sebenarnya kurang bisa dipahami kalau dilihat without context, so it push my curiosity untuk mencari tahu the meaning of the content which helps me gain a new vocabulary or English facts I didn't know before."*

Pronunciation improvement emerged as the second major benefit. One respondent explained: *"Iya. Saya tidak hanya menonton something that's educational, tapi terkadang saya memperhatikan gaya omong orang luar ketika bahasa inggris, dan itu dapat improve pronunciation saya."* Another noted: *"positifnya ya aku dapat exposure dari native speaker kayak jadi ngerti pronunciationnya atau bahasa slangnya gitu."*

Furthermore, authentic language exposure was highlighted as valuable. One respondent stated: *"sangat membantu, terutama jika fyp sedang dipenuhi dengan konten yang berbahasa inggris, banyak slang yang bisa dipelajari dengan cara menyenangkan."* Another emphasized: *"we can learn in a fun and engaging way."*

Nevertheless, there are also some negative impacts that students perceive due to frequent consumption of consuming short form media. The most prominent concern was attention span reduction. One respondent testified: *"Yes, I personally realize that diakhir tahun kemarin. Aku jadi cepet bosan ketika belajar dan membaca."* Another described: *"iya. saya merasa tingkat fokus saya dan cara berpikir saya sangat menurun. saya sadar itu semua dikarenakan terlalu memanjakan otak saya dengan cara memberikan dopamin melalui konten" yang tidak berguna seperti itu."* Others noted: *"Iya, saya terkadang gampang bosan," "Iya, karena pikiran menjadi mudah teralihkan, sehingga fokus terpecah. Waktu pembelajaran pun sedikit karena waktu yang ada dipakai untuk menonton konten video pendek," "iyaa dulu kayaknya masih bisa fokus buat membaca dalam bahasa inggris tapi sekarang malah jadi sering ke distract."*

In addition, distraction and time management challenges were significantly mentioned. One articulated: *"brain rot itu tadi. karna jenis konten yang random, banyak distraksi yang bisa menyebabkan fokus kita hilang. jadi tidak bisa dijadikan sumber belajar utama, hanya untuk pelengkap."* Another noted: *"mudah terdistraksi dengan iklan atau konten yang lain yang tiba" muncul."*

Furthermore, content quality concerns were frequent. One respondent provided an insightful example: *"Banyak inappropriate slang yg dipake murid² privat aku yang mereka pikir hanya sekedar kata keren²an yg mereka tau dari shorts, kalau salah target gini bahaya sih krn anak² ini gak tau kalau itu inappropriate."* Another expressed: *"dampak negatifnya mungkin karena dia media sosial dan ilmunya tidak terakreditasi jadi memungkinkan adanya kekeliruan pengetahuan."*

1.3. Self-Regulation Strategies and Their Effectiveness

Different strategies were applied by students with different degrees of success. Frequently, time-based restrictions were mentioned. One of them explained: *"Yuupp, biasanya aku screen time saat malam, aku pasang jam malam di semua platform yg aku punya without a problem, so I can still not access it when the jam acak di atas jam 10"*. Another one: *"iya. saya trying it out with setting alarm in tiktok when I already menonton at least 1 jam"*. There were also physical separation strategies. One of them said: *"Kalau saya perusaha menaruh aplikasi tersebut di display in halaman paling jauh atau paling sulit saya jangkau"*.

In addition, the point of replacing consumption with alternatives was mentioned: *"Iya, strategi saya sendiri biasanya menjauhkan diri dari gadget sementara, melakukan hobi saya sukai entah itu menggambar, atau memasak resep dari internet"*. Moreover, one of them offered a complex method: *"aku tuh ngalihin hiburan ke baca long english au/fanfic. tpp dpt hiburan nambah vocab sm ngebiasain diri nambah sm struktur yg lebih kompleks ngalih reading skill ngalih vocab skill ngalih vocab ke ngalih reading skill ngalih struktur ke ngalih vocab"* Nonetheless, a number of them admitted few successes. Others used the term *tidak* or *tidak pernah*, meaning either indifference or giving up.

1.4. Divergent Perspectives and Individual Variations

Although this study shows some similar patterns among students, the data also reveal a variety of views and experiences. Not all students experience the phenomenon of "brain rot" in the same way, and each individual has different strategies for managing digital media use, both in terms of approach and effectiveness. Their awareness of digital consumption habits also varies; all are aware of the consequences of "brain rot," but some are very concerned about its impact on intellectual abilities, while others are more relaxed and accept the habit. Some do not even attempt to control their digital consumption at all.

In addition, their exposure to educational content also varies; some routinely seek out English lessons, while others use entertainment sites with limited language exposure. The success of these self-management techniques varies depending on the situation. Some students can limit their screen time or block certain websites, but others find these methods ineffective. This shows variations in self-regulation abilities, motivation, and environmental conditions.

On the other hand, students also showed how to overcome these problems in ways that suited their learning styles. For example, a creative student switched from watching short videos to listening to stories in English, which made him happy while improving his English reading and vocabulary skills. Some students admitted to having difficulty concentrating, but they recognized the efforts they had made and understood their learning process. Given the diverse experiences and strategies of students in dealing with the use of digital media, these findings reveal several interrelated aspects. First, students have a clear understanding of the concept of “brain rot” or decline in brain function. Second, they recognize the significant difference between entertainment and educational media. Third, students are aware of the positive and negative impacts of media consumption. Fourth, their efforts to control independent learning show mixed results, not always succeeding in the same way.

DISCUSSION

This study found that all 11 students in the English Education program at UIN Syarif Hidayatullah Jakarta were aware of the phenomenon of “brain rot,” which is a decline in thinking skills due to excessive use of short videos on TikTok and Instagram Reels for 1.5 to 9 hours per day. Students reported benefits in the field of language, such as an increase in contextual vocabulary, such as slang from foreign cultures, improved pronunciation through imitation of native speakers, and exposure to more authentic language. However, the negative impacts were more dominant, such as a reduced attention span (“getting bored quickly when reading”), distractions

from random algorithms, and difficulty managing study time. Self-regulation strategies such as limiting screen time at night, hiding the app, or replacing reading English fanfiction with other reading materials showed mixed results. Most of these strategies were not fully or partially effective, and there were significant differences between individuals.

These findings, which show two sides, are consistent with the “brain rot” theory of mental fatigue, attention fragmentation, and decreased cognitive engagement due to dopamine-containing algorithms (Yousef et al., 2025). This concept is also supported by Owens (2025), who considers “brain rot” to be part of a youth subculture that is aware of the degradation of thinking, as expressed by respondents, namely “brain rot... just want dopamine.” The language benefits obtained are consistent with EFL literature, where TikTok has the potential to introduce vocabulary and increase engagement, while Instagram Reels can help with pronunciation (Wang et al., 2023; Humairah et al., 2025; Assakhi & Fakhurriana, 2023; Dewi et al., 2022).

These findings sharply contrast with studies showing positive outcomes from structured classes (Ningsih et al., 2023; Humairah et al., 2025), where teachers curate content, thereby reducing cognitive load. Unrestricted entertainment actually exacerbates “brain rot” through attention fragmentation and difficulty measuring time (Alruwaili, 2025; Yang et al., 2024), consistent with the literature on cognitive load dense content greatly affecting long-term information processing (Ma, 2025), causing academic impairment (Aysi et al., 2025; Al Najib et al., 2025), and showing strong symptoms in individuals with low self-regulation abilities (Shao et al., 2025; Harsanto et al., 2025). The strategies used by respondents reflect the mediating influence of self-regulation abilities, where awareness without structural intervention remains ineffective.

In-depth interpretation shows that “brain rot” is a dual cognitive reality for Indonesian teacher candidates: authentic exposure enhances incidental learning, but hinders deep learning. This phenomenon fills a gap in previous local literature that focused only on general students (Wulansari &

Aestetika, 2025). This time, the study focuses on English Education students, who face a dual dilemma as lifelong learners and future educators. Individual differences highlight the importance of a personalized approach through digital media that is in line with the research objectives, contextualizing “brain rot” in English language learning in Indonesia.

In practical terms, English language curricula need to integrate critical media literacy and train students in curating high-quality short video content. From a pedagogical perspective, TikTok can be transformed into an authentic input tool through curated flipped classrooms. From an institutional perspective, digital well-being programs such as self-management workshops, campus blocking applications, and game-based reading challenges need to be introduced. Theoretically, the phenomenon of “brain rot” needs to be enriched as a two-sided phenomenon in teaching English as a foreign language (EFL), beneficial for surface learning, but detrimental to deep learning.

CONCLUSION

The research concludes that brain rot is viewed by the students as a real cognitive challenge based on their habits of watching the video content of short formats. Students admit their problems with focus, attention, and involvement in academic activities, and the fact that brain rot has a real effect on their learning habits. Simultaneously, they acknowledge that apps such as TikTok, Instagram Reels, and YouTube Shorts offer a valuable linguistic exposure, especially in terms of vocabulary, speech, and accent, and everyday language, which confirms the two-sided nature of short-form media as a distracter and an informal learning tool. Generally, the results validate the claim that brain rot has a negative consequence on academic concentration, but its influence is mitigated by the incidental learning opportunities that are present in short-form content. The outcomes underscore the importance of balanced and purposeful media consumption, as well as increased awareness of digital literacy during English language learning. In addition, this research contributes in terms of understanding

brain rot as a phenomenon that is affected through interaction between the design of technology, the way the brain processes information, as well as the exposure of the brain to language, which can be used as a reference for pedagogical implications for educators in the future. Limitations of this research include the small sample size, which narrows down to generalization, but the use of self-reported perceptions instead of empirical cognitive measures. Also, the research is narrow, and it is based on a single institution, which might confine the external validity of the findings. Further studies could increase the diversity of participants, include cognitive experimental data, and consider structured and unstructured applications of short-form media to gain a better understanding of the development of brain rot and how digital resources can be effectively exploited without causing much cognitive load to the participants in future studies.

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