Social Media Addiction: Does It Really Not Affect Academic Procrastination?

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A B S T R A C T

Academic procrastination is a behavior exhibited by students involving the delay in starting or completing tasks for irrational reasons. This can negatively impact students' academic performance and mental health. Academic procrastination is caused by several factors, one of which is social media addiction. This study aims to determine the effect of social media addiction on academic procrastination. The participants in this study were 134 eighth-grade students from SMPN. Data collection in this study utilized a social media addiction scale. The results showed that social media addiction does not affect academic procrastination (p-values > 0.05).

INTRODUCTION

The COVID-19 pandemic has forced the global education system to shift to Distance Learning (DL). This condition gives students full control, which often leads to procrastination or academic procrastination. Academic procrastination can negatively impact students' well-being and performance, resulting in low academic achievement, fatigue, illness, the threat of not graduating, anxiety, anger, fear, behavior that violates norms, and problems in interpersonal relationships (Suhadianto et al., 2021; Hong et al., 2021; Husna et al., 2018). To mitigate these negative impacts, serious actions are needed to ensure academic procrastination is reduced or even eliminated (Jerry et al., 2021; Kafipour et al., 2020; Marliyah & Novera, 2019; McCloskey, 2011).

One of the factors influencing academic procrastination is social media addiction, which in this study will be abbreviated as SMA. Social media can be a significant distraction, providing pleasurable but negative consequences for individuals' academic procrastination (Wartberg et al., 2021; J. Al-Menayes, 2015; Anierobi et al., 2021). High interest in social media causes individuals to lose control over its use, leading them to delay other responsible activities (Caesari & Listiara, 2013; Yaningsih & Fachrurrozie, 2019).

This study aims to explore the influence of social media addiction on academic procrastination. Given that DL (Distance Learning) may become an alternative mode of education in the future, it is important for governments, teachers, and parents to

31

understand and address the negative impacts of academic procrastination. This research is expected to find solutions to reduce academic procrastination among students in Indonesia.

Literature Review

During the distance learning process, students tend to be more attached to using gadgets rather than engaging in social interactions in their surroundings. All learning activities, from receiving lesson materials to submitting assignments, are conducted through devices such as smartphones, laptops, or tablets. Unfortunately, many students use gadgets to avoid responsibilities outside the school environment, such as interacting with parents or helping out at home.

According to addictioncenter.com (Hilliard, 2021), social media addiction is characterized by an excessive attachment to social media, difficulty in resisting the urge to use social media, and spending a significant amount of time on it, which disrupts other important areas of life. According to Wulandari and Netrawati (2020), social media addiction is a dependence on online socialization facilities, which has become a habit to avoid discomfort, despite its intensive use. This escape from discomfort actually has greater negative impacts, such as depression, anxiety, anger, obsession, and procrastination (Naderi et al., 2021; Pertiwi et al., 2018; Sandya & Ramadhani, 2021).

Social media addiction is considered a psychological disorder in which users spend a lot of time accessing social media due to high curiosity, lack of self-control, and a lack of productive activities in their lives (Lestari et al., 2021; Üztemur, 2020). As a result of this addiction, individuals can become more individualistic, easily angered, deceptive towards others, and experience difficulties in academic activities, ultimately leading to a decline in academic performance.

Academic procrastination is the habit of irrationally delaying the completion of academic tasks, which can eventually cause anxiety (Güdül et al., 2021; Pradnyaswari & Susilawati, 2019; Parastiara & Yoenanto, 2022; Sa'idah, 2021). This is often associated with poor time management, difficulty concentrating, lack of a sense of responsibility, fear of failure, low self-esteem, and excessive anxiety.

This procrastination is caused by a lack of self-regulation skills. The impacts of this procrastination can include restlessness, anxiety, regret, stress, and other negative emotions. According to Oram's (2021) definition, academic procrastination is limited to delays in tasks and learning activities, such as submitting assignments or meeting with academic advisors, which are often unnecessary and irrational. This procrastination can negatively affect academic performance, quality of life, and lead to psychological stress, anxiety, depression, and

decreased self-confidence. Akinci (2021) explains that academic procrastination is a self-regulation problem where individuals tend to delay starting or completing important tasks, which can result in adverse emotional responses such as anxiety, regret, and loss of hope (Saraswati & Abstrak, 2017; Sundaroh et al., 2020).

METHODS

This study is a quantitative research with two variables: social media addiction as the exogenous variable and academic procrastination as the endogenous variable. The sample in this study consists of 131 eighth-grade students from SMPN XYZ Jakarta. In this study, the researchers developed scales based on indicators from the academic procrastination scale (McCloskey, 2012) and the social media addiction scale (Al-Menayes, 2015).

The academic procrastination scale has 17 items with discrimination power ranging from 0.331 to 0.763 and a reliability of 0.907. The social media addiction scale has 5 items with discrimination power ranging from 0.371 to 0.556 and a reliability of 0.792. The collected data were then inputted and processed using the statistical calculation program Smart-PLS 3.2.9 with SEM (structural equation modeling) analysis.

Image 1. *Frame of Mind*
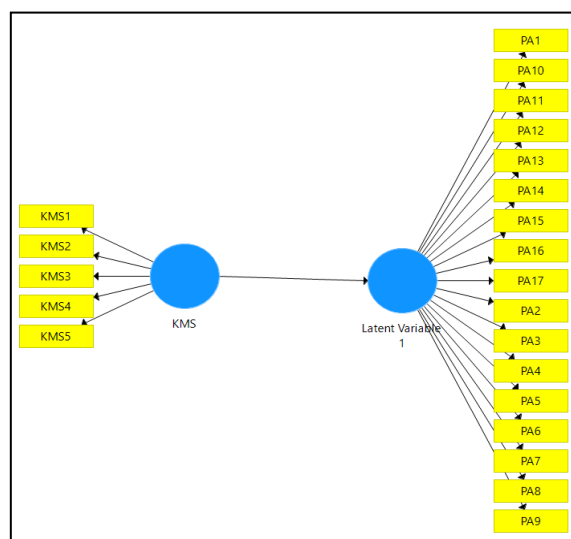
RESULTS AND DISCUSSION

Table 1. *Coefficients*

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
KMS_ -> PA	-0,439	-0,377	0,309	1,422	**0,156**

From the path coefficients table above, the influence of social media addiction on academic procrastination yielded a significance value of p > 0.005, hence it can be concluded that there is no significant influence of social media addiction on academic procrastination among eighth-grade students.

It is noted that there is no influence between SRL (self-regulated learning) and academic procrastination. Several supporting statements can be found in previous studies, where despite a

negative relationship between problematic internet use and academic self-efficacy, no significant relationship was found between problematic internet use and academic procrastination. This suggests that the procrastination experienced by these students is more due to their decreased academic self-efficacy rather than the internet addiction itself.

This is supported by several studies indicating that despite the internet's engaging nature and time-consuming tendencies for users, the resulting decrease in productivity is more related to diminished academic self-efficacy than to procrastination itself (Young & Rogers, 1998; Young, 2004). In a study involving 572 students, it was found that students dependent on the internet had academic performance four times lower than non-dependent students, suggesting that internet dependence more significantly influences self-efficacy and academic performance than procrastination behavior (Kubey et al., 2001).

Furthermore, issues such as disrupted organization and decreased academic success among internet-dependent students highlight impacts on academic self-efficacy rather than academic procrastination (Young, 2008).

The findings of this study align with several studies in the literature stating that there is no significant relationship between procrastination and internet addiction (Odaci, 2011; Schraw et al., 2007).

CONCLUSION

This study concludes that social media addiction does not have a significant influence on academic procrastination among students. These findings indicate that other factors may play a more prominent role in influencing academic procrastination than social media addiction itself. This clarification suggests that academic procrastination may be more influenced by variables such as time management, motivation, and academic self-efficacy.

Based on the results of this research, several recommendations can be made. First, similar studies should be replicated with different populations, such as high school students or working professionals, to see if the results are consistent. Further research is also needed to investigate the actual factors influencing academic procrastination, given that social media addiction did not show a significant impact in this study.

Second, programs designed to reduce academic procrastination should consider factors other than social media addiction, such as time management training and enhancing academic motivation. Lastly, considering that social media addiction does not directly influence academic procrastination, therapeutic approaches may be

more effective if focused on enhancing academic self-efficacy and time management strategies rather than reducing social media use itself.

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