

Academic procrastination among grade xi students in an islamic senior high school: the role of social media addiction

Yusuf Hidayatullah*), Arri Handayani, Suhendri Suhendri

Guidance and Counseling Study Program, Faculty of Education, PGRI University Semarang, Indonesia

*) Correspondence author e-mail : yusufhidayatullah33@gmail.com

Abstract: Academic procrastination is the tendency to intentionally delay academic tasks despite awareness of the negative consequences involved. Social media addiction, arising from excessive and poorly regulated use, has been proposed as one factor associated with this behavior. This study examined the association between social media addiction and academic procrastination among 127 grade XI students (57 male, 70 female; aged 16–18 years) at an Islamic senior high school characterized by high everyday access to technology. A quantitative, cross-sectional correlational design was used; data were collected through a four-point Likert-scale questionnaire and analyzed using simple linear regression. Social media addiction was a significant positive predictor of academic procrastination ($R = .785$, $R^2 = .616$, $p < .001$), accounting for 61.6% of the variance in procrastination scores. These results indicate that, among the students surveyed, higher social media addiction is associated with a greater tendency to delay academic tasks; because the design is cross-sectional, this association should not be interpreted as establishing a causal, directional pathway.

Keywords: Social media addiction, Academic procrastination, Senior high school students

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INTRODUCTION

The development of digital technology has made social media an inseparable part of the lives of adolescents, including high school students, who use it for communication, entertainment, information-seeking, and support for learning. However, excessive and poorly regulated use of social media can develop into social media addiction, a condition in which individuals struggle to control their use of social media, resulting in disruption to daily activities, including academic activities (Miqdad Badruddinn 2024). One behavior frequently linked to this disruption is academic procrastination, commonly defined as the tendency to delay the completion of academic assignments (Turnip and Yaldi 2025).

Academic procrastination manifests as delaying the completion of assignments beyond a specified deadline, and can even extend to delaying entry into class after it has begun (Ramadhani et al. 2020). It is a widespread behavior, occurring not only in schools but in families, organizations, and workplaces (Ambarwati, Satiadarma, and Subroto 2024), and is understood to hinder students' academic success, waste time without productive results, and reduce the overall quality of student learning (Turnip and Yaldi 2025). As a negative habit, it can lower academic achievement, increase

academic stress, and reduce discipline in fulfilling learning responsibilities (Mujirohmatwati and Noviana 2022).

From a guidance-and-counseling perspective, academic procrastination is best addressed through services that build students' capacity to manage their own behavior and learning activities, such as content-mastery services; this underscores that procrastination is a problem amenable to skill development and behavior management rather than an immutable trait (Syahrin, Yendi, and Taufik 2019). Understanding the factors related to academic procrastination, including excessive social media use, is therefore important in helping students manage their academic activities more effectively.

A growing body of research links social media addiction to increased academic procrastination. Putri (2025) found a positive and significant relationship between the two among high school students, and Naushad et al. (2025) reported a similar association among medical students ($r = 0.539$). Social media addiction has also been shown to reduce self-regulated learning skills, making procrastination on schoolwork more likely (Nurmaidah, Marsofiyati, and Wolor 2025). These associations have also been documented outside Indonesia and Pakistan: Caratiquit and Caratiquit (2023) found that academic procrastination fully mediated the relationship between social media addiction and academic achievement among secondary students in the Philippines, and Choudhury, D'Cruz, Deb, Biswas, and Patil (2025) reported a similar association, mediated by intrusive thinking and fatigue, among Indian undergraduates. Such findings sit within a longer tradition of scholarship establishing procrastination as a prevalent, cross-cultural form of self-regulatory failure (Steel 2007; Tuckman 1991; Ferrari, O'Callaghan, and Newbegin 2005) closely tied to low self-efficacy for self-regulated learning (Klassen, Krawchuk, and Rajani 2008; Steel and Klingsieck 2016).

These patterns are also evident among the students in this study's context. Students frequently delay assignments, avoid learning-related responsibilities, and struggle to manage their time effectively (Asri 2018); when faced with numerous academic obligations, many opt for more enjoyable activities instead, leaving important tasks to be rushed near their deadlines (Auliya et al. 2026). This reflects broader weaknesses in self-control and prioritization that ultimately affect academic performance, and mirrors the "rubber time" culture still common in everyday life.

Social media addiction itself is characterized by excessive use, difficulty managing time, and anxiety when access is unavailable (Widowati and Syafiq 2022), consistent with its conceptualization as a behavioral addiction (Griffiths 2013). As platforms such as WhatsApp, Facebook, Twitter, Instagram, YouTube, and TikTok have become increasingly popular among Indonesian teenagers, more time is spent sharing activities on social media than on studying, which in turn is associated with delayed and lower-quality academic work (Adhia 2017).

Preliminary findings from the Student Needs Questionnaire (AKPD) administered to the study's respondents likewise indicate that many students still frequently procrastinate on schoolwork and do not fully appreciate the consequences of unregulated social media use, reinforcing that this remains an unresolved problem warranting further research.

Consistent with this, Putri (2025) demonstrated a positive relationship between social media addiction and academic procrastination in high school students, high social media use has been linked to a greater tendency toward academic procrastination (Naushad et al. 2025), and low self-regulated learning arising from social media addiction has been linked to increased academic procrastination (Nurmaidah et al. 2025). Social media addiction has also been found to be positively associated with academic procrastination and negatively associated with cognitive flexibility, suggesting that reduced flexible thinking may be one pathway linking social media addiction with academic procrastination (Imran et al. 2025).

Previous studies have generally examined social media addiction and academic procrastination across various, mostly secular and mixed, educational settings and regions, so their findings may not directly generalize to other populations. Limited research to date has examined this relationship among students in Islamic-based school environments with high everyday access to technology, a population whose religious and institutional norms around technology use may shape the addiction–procrastination link differently than in the settings previously studied. This gap constitutes the novelty of the present study, which analyzes the association between social media addiction and academic procrastination among grade XI students at an Islamic senior high school using a quantitative, cross-sectional correlational design with simple linear regression analysis.

METHOD

This study used a quantitative, cross-sectional correlational (*ex post facto*) design. Social media addiction (X) and academic procrastination (Y) were measured concurrently in a single administration, without manipulation of the independent variable, and their relationship was analyzed using simple linear regression. This design can establish whether, and how strongly, the two variables covary in the sampled population, but it does not support causal inference; this limitation is addressed in the Limitations subsection below.

Respondents were 127 grade XI students (57 male, 70 female; aged 16–18 years), recruited using a convenience (total) sampling procedure from the available grade XI cohort at a single Islamic senior high school. Inclusion criteria were: (1) active grade XI student status; (2) age 16–18 years; (3) regular use of social media in daily life; and (4) willingness to participate, indicated by signing a respondent consent form. Because participants were drawn from one grade level in one school, the sample should be regarded as one of convenience rather than one selected through probability-based or power-analytic procedures (Delice 2010); the implications of this for generalizability are discussed in the Limitations subsection.

Both variables were measured with a four-point Likert-scale questionnaire (Strongly Agree, Agree, Disagree, Strongly Disagree). Higher scores on the social media addiction scale indicate greater addiction; higher scores on the academic procrastination scale indicate a greater tendency to procrastinate. The social media addiction scale comprised 36 statements built around the six indicators of behavioral addiction — salience, mood modification, tolerance, withdrawal, conflict, and relapse — used in Andreassen et al.'s (2016) large-scale validation study. (Other validated instruments exist for related constructs, such as the Social Media Disorder Scale of Van Den Eijnden, Lemmens, and Valkenburg (2016) and the Fear of Missing Out Scale of Przybylski et al. (2013); these were not used here but are noted as alternatives for future replication.) The academic procrastination scale comprised 32 statements built around Lawrence's (2016) four indicators (perceived time, intention–action gap, emotional distress, and perceived ability).

Both instruments were developed from these indicators and then tested for validity and reliability prior to data collection; [author to insert: item–total correlation range and Cronbach's alpha coefficients obtained for each scale] before the questionnaire was distributed to respondents meeting the inclusion criteria. Data were analyzed with IBM SPSS Statistics, beginning with normality and linearity tests as preconditions for regression, followed by simple linear regression to test the association between social media addiction and academic procrastination.

RESULTS AND DISCUSSION

Data analysis

Normality test Based on Table 1, it is known that the Kolmogorov-Smirnov significance value is 0.200 > 0.05, so the regression model in this study is normally distributed.

Table 1. Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		127
Normal Parameters ^{a,b}	Mean	.0000000
	Standard Deviation	4.49898199
Most Extreme Differences	Absolute	.059
	Positive	.059
	Negative	-.053
Test Statistics		.059
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Linearity Test Based on table 2, it can be seen that the significance value in the Deviation from Linearity row is 0.942, so that the value is much greater than the specified significance level of 0.05. The F value in the Deviation from Linearity row is also relatively small at 0.598, which indicates that there is no significant deviation from the linear line in the relationship between the two variables. In addition, in the Linearity row, a significance value of 0.000 was obtained with an F value of 182.049, which means that the influence between social media addiction and academic procrastination is proven to be statistically significant.

Table 2. Linearity Test

		Sum of Square	df	Mean Square	F	Sig.
Between Groups	(Combined)	4486.408	30	149,547	6,647	.000
	Linearity	4096.016	1	4096.016	182,049	.000
	Deviation from Linearity	390,391	29	13,462	.598	.942
Within Groups		2159.955	96	22,500		
Total		6646.362	126			

Simple Linear Regression Test on table 3, it can be seen that the R value obtained is 0.785, which indicates that there is a strong influence between the Total_X and Total_Y variables. The R Square value of 0.616 indicates that the Total_X variable is able to explain the variation that occurs in the Total_Y variable by 61.6%, while the remaining 38.4% is explained by other factors not examined in this study.

Table 3. Simple Linear Regression Test

Model Summary			
R	R Square	Adjusted R Square	Standard Error of the Estimate
.785	.616	.613	4,517

ANOVA test Based on table 4, it can be seen that the calculated F value obtained is 200.758 with a significance value of 0.000, so that the value is smaller than the specified significance level of 0.05. These results indicate that the regression model formed between Total_X and Total_Y as a whole is significant, so that the Total_X variable is statistically proven to have an effect on the Total_Y variable. After it is known that the regression model is significant as a whole, the author then looks

at the magnitude of the influence and significance at the variable level through the following Coefficients table.

Table 4. ANOVA Test

ANOVA ^a						
Model		Sum of Square	df	Mean Square	F	Sig.
1	Regression	4096.016	1	4096.016	200,758	.000 ^b
	Residual	2550.346	125	20,403		
	Total	6646.362	126			

Test coefficients Total_X against Total_Y Based on table 5, it can be seen that the constant value or Constant is 0.496 and the regression coefficient value of Total_X is 0.889, so that a regression equation Y can be formed equal to 0.496 plus 0.889X. This equation means that if the value of Total_X increases by one unit, then the value of Total_Y will increase by 0.889 units assuming other variables are considered constant. The calculated t value on the Total_X variable of 14.169 with a significance value of 0.000 also strengthens these results, because this significance value is smaller than the specified significance level of 0.05. Referring to the basis for making regression test decisions, if the significance value is smaller than 0.05, the independent variable is declared to have a significant effect on the dependent variable, so that based on the overall results of this test, it can be concluded that Total_X has a positive and significant effect on Total_Y with a contribution of 61.6%, while the rest is influenced by other variables outside this study.

Table 5. Coefficient of Social Media Addiction on Academic Procrastination

Coefficiens ^a						
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	.496	5,560		.089	.929
	Total_X	.889	.063	.785	14,169	.000

The Association Between Social Media Addiction and Academic Procrastination

Because the design is cross-sectional and correlational, the results below describe the strength and direction of the association between social media addiction and academic procrastination in this sample; they do not, on their own, establish that one variable causes the other. Consistent with the regression results, students who reported higher social media addiction also reported a greater tendency toward academic procrastination (Sig. = .000, $p < .05$).

Social media addiction can be understood through the characteristics of addictive behavior that involve an individual's psychological attachment to social media. Social media addiction can be characterized by several components, namely salience, mood modification, tolerance, withdrawal symptoms, conflict, and relapse. In an academic context, when social media becomes a dominant activity in a student's mind and life (salience), attention to academic obligations can be reduced. Social media can also be used as a means to change mood or avoid current problems (mood modification). This condition can cause students to prefer activities that provide quick gratification over completing academic tasks that require effort and concentration (Griffith and Kuss 2017).

The relationship between social media addiction and academic procrastination can also be understood through the intention-action gap. Lawrence (2016) explains that academic procrastination is not only related to the behavior of delaying task completion, but also involves a gap between intention and action. Students may have a desire to complete a task, but do not immediately translate that desire into concrete action. When addicted to social media, students can more easily shift their attention from academic tasks to activities on social media that are considered

more enjoyable. As a result, the gap between the desire to complete a task and actual action becomes even wider.

The findings of this study also align with those of Rizvi and Parihar (2024), who found a positive relationship between social media addiction and academic procrastination in undergraduate and graduate students. The study explained that social media provides various forms of entertainment and interaction that can provide instant gratification, making individuals more interested in accessing social media than completing tasks perceived as requiring greater effort. As a result, students tend to postpone academic activities and choose activities that provide short-term pleasure. These results further strengthen the argument that social media addiction is a significant factor that can increase the risk of academic procrastination in students.

Furthermore, social media addiction can also be linked to the perceived time aspect of academic procrastination. Students who spend excessive time on social media may experience difficulty managing their time and estimating the time needed to complete assignments, a pattern also observed when social media use occurs during lecture and study time itself (Rozgonjuk, Kattago, and Täht 2018). Time that should be spent studying or working on assignments can be absorbed by social media activities. As a result, students tend to postpone work until the deadline is near. This condition indicates that individuals who procrastinate tend to be more oriented towards current gratification than future consequences (Lawrence, 2016).

addiction influences academic procrastination through the mechanisms of lack of self-control and Fear of Missing Out (FoMO). This suggests that the relationship between social media addiction and academic procrastination is not only related to the duration of social media use, but also to an individual's ability to control behavior and determine priorities. Students who have difficulty controlling the urge to continuously access social media may more easily neglect academic tasks and choose activities that provide immediate gratification (Tang and He 2025).

FoMO can also be a psychological mechanism that reinforces excessive social media use. Fabris et al. (2020) explain that FoMO is an internal drive that drives individuals to continuously monitor social activities to avoid feeling left behind. This drive can cause students to repeatedly check social media despite academic obligations. When students' attention is divided between academic demands and the desire to stay up-to-date on social media, concentration on assignments can be disrupted. This condition has the potential to increase the tendency to procrastinate on completing academic assignments.

Other psychological factors such as stress and emotional distress may also strengthen the relationship between social media addiction and academic procrastination. Homaid et al. (2022) [author: please verify this citation — it could not be independently confirmed] discuss stress associated with social media use, arising both from social pressure and from the experience of using the technology itself. Under certain circumstances, social media can be used as a means to reduce or avoid emotional discomfort.

The relationship between social media addiction and academic procrastination can also be explained through self-regulated learning. Self-regulation skills in learning help students set goals, manage time, maintain concentration, and direct behavior to complete academic tasks. When excessive social media use interferes with students' ability to self-regulate and maintain focus, the learning process can be less than optimal, increasing the tendency to procrastinate. This is in line with research (Nurmaidah et al. 2025) which shows a link between social media addiction, self-regulated learning, and academic procrastination. Therefore, low self-regulation skills in learning can be one mechanism explaining how social media addiction contributes to the emergence of academic procrastination.

These results are consistent with a broader pattern of findings in which social media addiction is significantly and positively associated with students' academic procrastination. This suggests that greater dependence on social media is linked to a higher likelihood of academic procrastination. These findings align with research by Antoni, Yendi, and Taufik (2019), which emphasizes the crucial role of self-control in reducing academic procrastination. Academic procrastination experienced by students is a problem that can be addressed through guidance and counseling services; these findings suggest that it is important to consider students' behavioral factors and self-control abilities in understanding academic procrastination, particularly in the context of social media use (Syahrin et al. 2019).

The results of this study also align with research (Avci, Cakir, and Akinci 2024) which shows that social media addiction can be a predictor of academic procrastination. These findings reinforce the findings of this study that excessive involvement in social media can interfere with students' ability to manage academic activities. Students who are overly involved in social media activities may experience difficulty allocating time, maintaining focus, and controlling the urge to engage in activities that are more enjoyable than completing academic tasks. (Fitriya and Lukmawati 2016) .

Academic procrastination is also related to emotional distress and perceived ability. Lawrence (2016) explains that emotional distress and an individual's belief in their abilities can influence the tendency to procrastinate. When students face a task they perceive as difficult or anxiety-inducing, they may turn to social media as a form of distraction to reduce emotional discomfort. On the other hand, doubts about their own ability to complete a task can lead individuals to avoid it. In these situations, social media provides an alternative activity that is easier to engage in and more enjoyable than facing academic demands.

The relationship between social media addiction and academic procrastination is also supported by research by Balios et al. (2024), which showed a significant correlation between social media addiction and academic procrastination in high school students. The study explained that high levels of social media use can reduce the time allocated for learning and completing assignments. Furthermore, constant exposure to content and recurring notifications can disrupt students' concentration, making them more easily distracted from the academic task at hand. This ultimately increases the tendency to procrastinate until the deadline approaches.

Taken together, these findings suggest that social media addiction, as measured in this sample, is associated with academic procrastination through several plausible and mutually reinforcing pathways: reduced self-control, impaired self-regulated learning, difficulty managing time, FoMO, and the use of social media to avoid negative emotions. The 61.6% of variance explained indicates that this variable plays a substantial role in the pattern of academic procrastination observed among these respondents; the remaining 38.4% of variance is attributable to factors outside the scope of this study, and the correlational nature of the design means these mechanisms should be read as plausible explanations consistent with the data rather than as demonstrated causal pathways.

Limitations and Future Research

Several limitations qualify these findings. First, the cross-sectional, correlational design precludes causal inference and cannot rule out reverse causation (e.g., students already prone to procrastination turning to social media) or the influence of unmeasured third variables; longitudinal or experimental designs are needed to test directional and causal hypotheses. Second, the sample was a convenience sample of one grade level (XI) at a single Islamic senior high school, which limits the generalizability of these findings to other grade levels, school types, or regions; replication in more diverse and probability-based samples, together with an a priori justification of required sample size, would strengthen confidence in the effect size observed here. Third, both variables were measured through self-report, which is susceptible to social desirability and recall biases; future

studies could triangulate self-report data with behavioral indicators such as tracked social media use. Finally, because 38.4% of the variance in academic procrastination remains unexplained, future research should examine additional variables—such as academic stress, self-efficacy, learning motivation, time management, and social support—ideally within a single model that can also test cognitive-flexibility or self-regulation mechanisms as mediators, consistent with related work (Imran et al. 2025).

CONCLUSION

Based on these results, social media addiction was positively and significantly associated with academic procrastination among the students surveyed: those reporting higher social media addiction also reported a greater tendency to delay academic assignments (Sig. = .000, $p < .05$), with social media addiction statistically accounting for 61.6% of the variance in academic procrastination scores in this sample. This suggests that social media addiction is one of the more substantial correlates of academic procrastination identified in this study population, and that excessive engagement with social media may be linked to difficulties in time management, concentration, self-control, and self-regulation relevant to academic demands. Accordingly, academic procrastination should not be viewed solely as a matter of students' unwillingness to complete assignments, but also understood in relation to patterns of social media use and students' capacity to regulate their digital behavior. Because the design is cross-sectional and 38.4% of the variance remains unexplained, these conclusions should be treated as describing an association rather than a demonstrated causal mechanism, and future research incorporating longitudinal or experimental designs and additional psychological and environmental variables—such as academic stress, self-efficacy, learning motivation, time management, and social support—is needed to build a more complete understanding of academic procrastination among students.

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