

The Intensity of Social Media Use on Academic Procrastination Behavior

Yuhani Mustika Dewy¹, Sudarmono², Apuanor³

Universitas Muhammadiyah Sampit, Indonesia

Article Info

Article history:

Received: 12 June 2026

Published: 3 July 2026

Keywords:

Social media;

Academic procrastination;

Student;

Qualitative Study

Abstract

The intensity of social media use on academic procrastination behavior. This study aims to determine the effect of social media usage intensity on academic procrastination behavior among students of the Economics Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Sampit. A qualitative approach with descriptive methods was used in this study, involving three students as subjects representing the categories of low, medium, and high intensity of social media usage. Data were obtained through semi-structured interviews supported by documentation, then analyzed through data reduction, data presentation, triangulation, and the assistance of NVivo 12 software. The results showed differences in the intensity of social media usage in each subject based on aspects of attention, appreciation, duration, and frequency of social media use. Academic procrastination behavior was found in all research subjects, but the role of social media in the emergence of this behavior differed in each category of usage intensity. The higher the intensity of social media usage, the more dominant the role of social media in various forms of academic procrastination shown by students.

This is an open access article under the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Yuhani Mustika Dewy

FKIP Universitas Muhammadiyah, Indonesia

Email Coresspondent: yuhanimustikadewy7@gmail.com

1. INTRODUCTION

Advances in information technology have transformed various aspects of society, particularly the way individuals communicate and build social relationships. The increasing use of social media, which has now become part of the daily activities of various groups, including students, is one sign of this change. Social media can provide a space for students to express themselves, interact, and build their self-image within campus life. This situation indicates that social media functions not only as a means of communication but has also become part of the psychological needs present in students' daily lives. As a result, time that should be used for college assignments or reading scientific literature often shifts to surfing the internet.

According to Yusuf et al. (2023), social media is an internet-based platform that allows individuals or users to display their identities and interact, communicate virtually, share, and collaborate with other users, forming social relationships. Meanwhile, according to Ramadhani et al. (2025), social media platforms can be used to support the learning process, such as sharing learning materials, conducting online discussions, or accessing educational content. Despite these benefits, social media use also has the potential to cause negative impacts, including social media addiction, the spread of hoaxes, online bullying, and disruption of academic activities (Qadir & Ramli, 2024).

Ramadhani et al. (2025) also suggested a strong correlation between social media use and procrastination among students. In the digital age, social media is often a contributing factor to disrupted learning. Apps like Instagram, TikTok, and WhatsApp provide a variety

of engaging content that can easily distract students from their academic obligations. It's not uncommon for the intention to take a break by using social media to become a procrastinating habit, leading to neglected academic assignments.

The habit of procrastination is known as procrastination. Wicaksono (2017) defines procrastination as the tendency to postpone a task or job and choose to do other activities that are considered more interesting even though they have a lower priority level. This academic procrastination is very detrimental at the Higher Education Level, because it can disrupt and even reduce student academic achievement. Forms of academic procrastination can include ignoring assignments given by lecturers, underestimating or considering the task too easy to do, and replacing primary task activities with other activities/activities that are actually less important, and so on. According to Ramadhani et al. (2025), social media has the potential to increase a person's psychological tendency to procrastinate because individuals tend to seek escape through more enjoyable activities when feeling anxious, uncertain, or afraid of failure.

Several previous studies have shown a relationship between the intensity of social media use and academic procrastination. Research by Liana et al. (2024) showed that increasingly intense TikTok use was associated with an increased tendency towards academic procrastination in grade XI IPS students at SMAN 4 Tangerang Regency. Research by Putri et al. (2022) also showed that the intensity of social media use contributed to increased academic procrastination in Accounting Education students at Sebelas Maret University. Similar findings were obtained by Paraera and Perdhu (2025), who revealed a positive and significant correlation between the intensity of social media use and academic procrastination in Guidance and Counseling students. This study showed that increasing the intensity of social media use tended to be followed by an increase in students' levels of academic procrastination.

Although numerous studies have been conducted on the relationship between the intensity of social media use and academic procrastination, most previous studies have used a quantitative approach that focuses on testing the relationship or influence between variables. Therefore, this study offers a different perspective through a qualitative approach to more deeply describe the influence of the intensity of social media use on academic procrastination behavior based on aspects of attention, appreciation, duration, and frequency of social media use. In addition, this study was conducted on Economics Education students, Faculty of Teacher Training and Education, Muhammadiyah University of Sampit, as prospective educators who are required to have the ability to manage time and academic responsibilities optimally. Therefore, this study aims to determine the effect of the intensity of social media use on academic procrastination behavior in Economics Education Study Program students, Faculty of Teacher Training and Education, Muhammadiyah University of Sampit.

2. RESEARCH METHODS

This study employed a qualitative approach with descriptive methods to determine the effect of social media usage intensity on students' academic procrastination behavior. Muh Fitrah (in Norlela & Julianta, 2023) explains that qualitative research is an approach that produces descriptive data in the form of words, both spoken and written, obtained from individuals and observed behavior.

This research was conducted at the Faculty of Teacher Training and Education, Muhammadiyah University of Sampit. The research subjects were selected using a purposive sampling technique. According to Dana P. Turner (in Ksanjaya & Rahayu, 2022), this sampling technique is used when researchers have determined or identified individual targets with specific characteristics that align with the research objectives. The subjects were

morning class students of the Economics Education Study Program, FKIP, Muhammadiyah University of Sampit, class of 2022. Subject selection was based on varying levels of social media usage intensity, categorized as high, medium, and low.

The social media usage intensity level was categorized according to Effendi and Tamara's (2022) criteria: 1 to 2 hours per day for low use, 3 to 4 hours per day for moderate use, and 5-6 hours per day for high use. This study involved three subjects, each representing one category of social media usage intensity. The researchers also involved three supporting informants, close friends of each subject, to enrich the research data.

Research data was collected through semi-structured interviews and documentation. Iba and Wardhana (2023) explain that semi-structured interviews are an interview technique that combines elements of structured and unstructured interviews, allowing for more in-depth information. Meanwhile, documentation itself is a data collection technique through the collection and recording of existing data (Putri & Murhayati, 2025). In this study, the documentation used was screenshots of the duration of social media use on the subjects' mobile phones.

The research instrument used was an interview guide developed based on aspects of social media usage intensity proposed by Ajzen (in Achmad & Dewi, 2022), which include attention, appreciation, duration, and frequency. Furthermore, the interview guide was also developed based on aspects of academic procrastination according to Ferrari (in Sari et al. 2023), namely delays in starting and completing tasks, slowness in completing tasks, time gaps related to plans and reality, and carrying out other activities that are considered more exciting than completing tasks.

Data analysis was conducted through a series of stages including data reduction, data presentation, and verification of findings through source and technique triangulation. Haryoko et al. (2020) explain that source triangulation is carried out by comparing information obtained from several different data sources. Technique triangulation is carried out by utilizing various data collection techniques from the same source to ensure the credibility of the data obtained (Ule, et al. 2023). In this study, source triangulation was carried out by comparing information obtained from subjects with statements from supporting informants. Technique triangulation was carried out by comparing interview data with documentation data. In addition, to support the analysis process, the researchers utilized NVivo 12 software with Word Cloud, Word Tree, and Matrix Coding Query features. The Matrix Coding Query feature was used to compare findings related to academic procrastination in subjects with different levels of social media usage intensity, namely high, medium, and low categories.

3. RESULTS AND DISCUSSION

3.1. Research Results

3.1.1. Categorization of Intensity of Social Media Use

Social media usage data was obtained through documentation in the form of screenshots of the duration of application usage on each subject's mobile phone. The subjects in this study were APS (low intensity), BS (moderate intensity), and WFA (high intensity). Meanwhile, the informants in this study were US (APS informant), YH (BS informant), and RD (WFA informant). Differences in the type of device used resulted in different documentation displays between subjects. APS and WFA used iOS devices that displayed a recap of application usage for one week, while BS used an Android device that displayed the duration of application usage per day. Therefore, to obtain equivalent data, the average calculation of social media usage for seven consecutive days was carried out for the BS screenshot data.

Based on Figure 1, a screenshot of the duration of social media usage on the APS phone, it is known that APS used TikTok for 9 hours and 1 minute per week, Instagram for 3 hours and 38 minutes per week, and WhatsApp for 1 hour and 2 minutes per week. APS's total social media usage reached approximately 13 hours and 41 minutes per week, equivalent to an average of 1 hour and 57 minutes per day. This duration falls into the low intensity category of social media usage according to Effendi and Tamara (2022).



Figure 1. APS social media usage screenshot for a week

The documentation data for subject BS in Figure 2 and Table 1 show a total duration of 23 hours and 7 minutes of social media use during one week. Calculating this, BS's average social media usage reached 3 hours and 18 minutes per day, consisting of TikTok, Instagram, WhatsApp, and YouTube. Based on the social media intensity categories according to Effendi & Tamara (2022), this duration indicates that BS falls into the moderate social media intensity category.



Figure 2. Screenshot of BS's social media usage over the course of a week

Table 1. Duration of BS's social media usage for one week

Day	TikTok	Instagram	WhatsApp	YouTube	Total
Sunday	2j 33m	27m	14m	0m	3j 14m
Monday	1d 59m	27m	38m	19m	3j 23m
Tuesday	1j 56m	24m	27m	36m	3j 23m
Wednesday	1j 54m	15m	7m	20m	2j 36m

Thursd ay	2d 1m	30m	17m	29m	3j 17m
Friday	2j 31m	30m	9m	25m	3j 35m
Saturda y	2j 31m	29m	25m	14m	3j 39m
Total social media usage during one week					23j 7m
Average usage per day					3j 18m

Based on the documentation in Figure 3, a screenshot of the duration of social media usage on WFA's phone, it is known that WFA's TikTok usage reaches 34 hours and 39 minutes per week, Instagram 4 hours and 52 minutes per week, YouTube 1 hour and 42 minutes per week, and WhatsApp 7 hours and 52 minutes per week. WFA's total social media usage reaches approximately 49 hours and 5 minutes per week, equivalent to an average of 7 hours and 1 minute per day. Referring to the classification proposed by Effendi and Tamara (2022), this duration of usage places WFA in the category of high-intensity social media users.



Figure 3. Screenshot of WFA's social media usage over the course of a week

3.1.2. Intensity of Social Media Use

The Word Cloud visualization results in Figure 4 show that the most frequently appearing words in the variable of intensity of social media use include media, social, assignments, using, opening, studying, TikTok, and often. The emergence of these words indicates that social media use in students' daily lives is related to academic activities, particularly when studying and completing assignments. Furthermore, the emergence of TikTok, Instagram, opening, and often indicates that the intensity of social media use is reflected not only in the duration of use but also through the frequency of access and individual engagement in various activities on social media. These findings demonstrate that social media has become integrated into students' daily activities, with varying levels of use across subjects.



Figure 4. Word Cloud of social media usage intensity variables

The Word Tree analysis in Figure 5 shows that the word "buka" (open) is the most dominant interword link in the variable of social media usage intensity. The word is linked to various phrases, such as "buka social media," "buka

TikTok," "buka Instagram," "buka WhatsApp," and "buka sosial media" (opening social media while studying or doing assignments). The visualization also shows that the activity of opening or accessing social media is done repeatedly and is influenced by various factors such as boredom, notifications, curiosity, and the need for entertainment. The results of this analysis indicate that the intensity of social media use is not solely determined by the duration of use, but also by an individual's habit of accessing social media repeatedly in various daily situations.

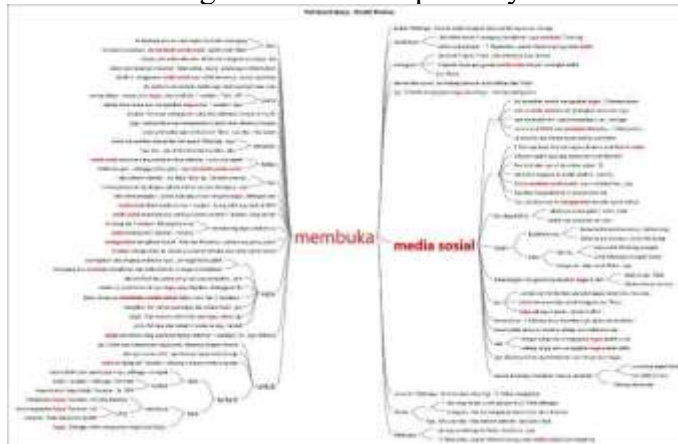


Figure 5. Word Tree variable intensity of social media use

In terms of attention, interview results revealed differences in the level of attention paid to social media among the three subjects. APS, who were in the low social media intensity category, tended not to be easily distracted and continued to prioritize academic tasks even when receiving notifications. Conversely, BS showed greater attention to social media, especially when feeling bored, tired, or sleepy while studying or working on assignments. Meanwhile, WFA showed the highest level of attention, characterized by a tendency to divert attention to social media while working on assignments and frequent distractions from notifications and scrolling. These findings were reinforced by informants who explained that APS were relatively able to control their attention on social media, while BS and especially WFA were more easily distracted by social media during academic activities.

In terms of appreciation, differences in the level of emotional engagement with social media were found among each subject. APS showed low engagement, characterized by rarely following trends and paying little attention to the number of likes, comments, and notifications. BS showed moderate engagement because social media was seen more as a means of entertainment and not an important part of their lives. In contrast, WFA showed high engagement through the habit of following trends, creating content, and waiting for other users' responses to their posts. Informants also explained that WFA showed a tendency towards Fear of Missing Out (FoMO), which is the worry of missing out on trends or information developing on social media.

In terms of duration, interview results indicated that APS used social media for approximately two hours per day and did not experience an increase in usage when faced with numerous assignments. BS used social media for approximately three to four hours per day and tended to increase its use as a means of entertainment when facing academic assignments. Meanwhile, WFA showed the highest usage duration, at approximately seven hours per day, and often used social media longer than planned due to scrolling activities. These findings were reinforced by informants who explained that APS's social media usage was



Figure 7. Word Tree of academic procrastination variables

Regarding procrastination in starting and completing assignments, interview results indicated that all subjects tended to procrastinate, but to varying degrees. APS tended to procrastinate due to laziness and a habit of underestimating time, while social media use was not a major factor. Conversely, BS admitted that social media often caused procrastination because it was used as entertainment before completing assignments, leading to distraction. Meanwhile, WFA showed the highest level of procrastination because they preferred to use social media first and were accustomed to working on assignments close to the deadline. These findings were reinforced by informants who explained that the influence of social media on procrastination behavior was increasingly visible in BS and most dominant in WFA.

Regarding procrastination, interview results indicated that all subjects had experienced procrastination in completing assignments. APS attributed this procrastination to procrastination and other activities outside of social media, such as sleeping and traveling. In contrast to APS, BS revealed that social media often extended breaks during assignments, thus slowing down the completion process. Meanwhile, WFA demonstrated the highest level of procrastination due to frequent distractions from social media while completing assignments. Informants also explained that social media played a minor role in APS, had a significant impact on BS, and was the primary factor slowing down WFA's task completion.

In the interview results regarding the time gap aspect related to the design and the reality that occurred, it was found that all subjects had experienced a misalignment between the planned task completion and the actual implementation. APS attributed this condition to laziness and the habit of procrastination, while social media did not significantly affect the implementation of his plans. In contrast, BS revealed that social media often caused the time that had been planned for work to be turned into time to access social media. Meanwhile, WFA showed the highest level of gap because they often chose to use social media even though they had made a plan for work on the task. This

finding was reinforced by informants who assessed that the influence of social media on time management was greatest seen in WFA.

In other aspects of carrying out activities which are considered more exciting than completing tasks, Interview results showed that all subjects had engaged in other activities before or during academic assignments. APS tended to choose activities outside of social media, such as resting, sleeping, or going for walks, so social media was not the primary factor causing assignment delays. In contrast to APS, BS often used social media for entertainment when feeling bored or tired while working on assignments. Furthermore, BS also revealed that his procrastination habit caused him to feel guilty, panic when deadlines approached, and produce less than optimal assignments. Meanwhile, WFA showed the highest tendency to choose social media over completing academic assignments, where social media was not only used as entertainment when bored but also became the activity chosen first before working on assignments. WFA admitted that he often used social media despite realizing that his assignments were delayed and feeling anxious about not being completed. However, social media was still chosen because it was considered more enjoyable and made him feel able to postpone work until a time when he considered more urgent. This finding indicates that social media has become an alternative activity that is prioritized over completing academic assignments. This was reinforced by informants who explained that social media was the activity that most often distracted BS and especially WFA from completing academic assignments.

3.1.4. Academic Procrastination Coding Matrix

Based on the Matrix Coding Query results in Figures 8 and 9, differences in the number of coding references were obtained for each research subject. WFA obtained the highest number of coding references with 40 references, followed by BS with 37 references, and APS with 27 references. This finding indicates that the most dominant characteristic of academic procrastination was found in WFA, while APS showed a lower tendency for procrastination compared to the other two subjects.

In APS, the most dominant indicators were performing other activities that were considered more exciting than completing the task (10 references) and delays in starting and completing the task (9 references). In BS, the most dominant indicator was also found in performing other activities that were considered more exciting than completing the task (18 references). Meanwhile, in WFA subjects, the most dominant indicators were found in performing other activities that were considered more exciting than completing the task (17 references) and delays in starting and completing the task (13 references).

In general, the aspect of carrying out other activities, which were considered more enjoyable than completing tasks, was the most prominent or dominant aspect among the research subjects. These findings indicate that the tendency to engage in activities deemed more enjoyable, particularly social media use, was the most common form of procrastination among the research subjects.

	A : Penundaan dalam P...	B : Pelaksanaan Aktivita...	C : Kesenjangan atas W...	D : Kelambanan pada P...
1 : APS	9	10	4	4
2 : BS	9	18	5	5
3 : WFA	13	17	4	6

Figure 8. Node matrix coding query academic procrastination

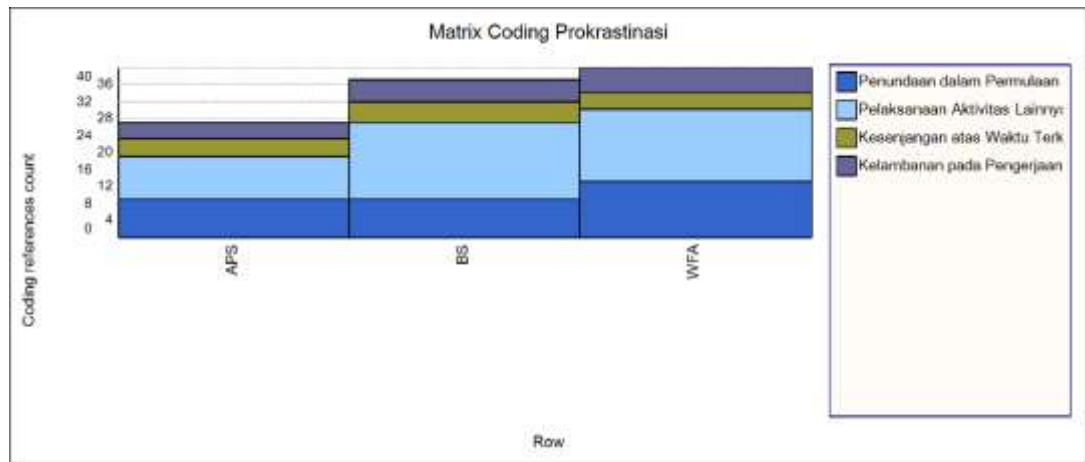


Figure 9. Chart matrix coding query academic procrastination

3.2. Discussion

3.2.1. Intensity of Social Media Use among Students of the Economics Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Sampit

Based on the research results, the intensity of social media use among subjects varied across categories. APS was in the low intensity category, BS was in the moderate category, and WFA was in the high category. These categorizations were based on aspects of attention, appreciation, duration, and frequency of social media use.

Research findings indicate that increased intensity of social media use is accompanied by increased attention and engagement in various social media activities. APS individuals tend to be able to control their attention on social media, preventing them from being easily distracted while studying or completing assignments. In contrast, BS individuals, and especially WFA individuals, are more easily distracted by social media when bored, tired, or receiving notifications. Furthermore, WFA individuals also exhibit higher emotional engagement, characterized by their tendency to follow trends, create content, and pay attention to other users' responses to their posts.

Differences in social media usage intensity were also evident in terms of duration and frequency. APS had a relatively low duration and frequency of use, BS had a moderate level, and WFA showed the highest duration and frequency of use. The study results showed that increasing intensity of social media use was associated with increased time spent and increased frequency of social media access in daily life.

The results of this study align with those of Ananda and Putri (2025), which demonstrated that the intensity of students' social media use can be assessed through aspects of attention, appreciation, duration, and frequency. This study also demonstrated that uncontrolled social media use has the potential to affect focus and reduce student learning productivity. The findings of this study indicate that subjects with higher intensity of social media use not only have greater duration and frequency of use, but also demonstrate higher attention and involvement in social media activities. Thus, the intensity of social media use can be understood as a reflection of an individual's level of attention, appreciation, or involvement, duration of use, and frequency of access to social media in their daily activities.

3.2.2. Academic Procrastination in Students of the Economics Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Sampit

The results showed that academic procrastination was found in all subjects with varying degrees of tendency. APS showed a lower level of academic procrastination than BS and WFA, while WFA had the highest level of academic procrastination. This finding was reinforced by the Matrix Coding Query results, which showed that WFA had the highest number of references, followed by BS and APS.

Academic procrastination manifests itself in the form of delays in starting and completing assignments, sluggishness in completing assignments, time gaps between plans and reality, and the implementation of other activities considered more exciting than completing assignments. APS students tend to procrastinate due to laziness, procrastination habits, and activities outside of social media. In contrast, BS students and especially WFA students demonstrated that social media plays a role in the emergence of various forms of academic procrastination, including postponing assignments, reduced focus during assignments, and changes to previously made academic plans. Thus, although all subjects exhibited academic procrastination behavior, the underlying factors differed.

Furthermore, it was found that engaging in other activities deemed more enjoyable was the most dominant form of procrastination across all study subjects. APS more often chose activities such as resting, sleeping, or doing activities outside the home, while BS and WFA tended to choose to use social media as a means of entertainment, reducing boredom, and temporarily diverting the pressures arising from academic tasks. These findings indicate that the higher the intensity of social media use, the greater the tendency of students to use social media as an alternative activity when avoiding academic tasks.

The findings of this study align with the opinion of Achmad and Dewi (2022), who explained that academic procrastination occurs when individuals tend to postpone academic work and prefer other activities deemed more interesting or enjoyable. These findings also support the opinion of Sandya & Ramadhani (2021), who explained that academic procrastination is the act of voluntarily postponing academic tasks despite being aware of the potential negative impacts or consequences. This is in line with the findings of this study, which also showed that some subjects continued to procrastinate despite being aware of the potential negative consequences. BS revealed that his habit of procrastinating caused him to feel guilty, panic when deadlines approached, and produce less than optimal assignments. Meanwhile, WFA continued to use social media despite feeling anxious about unfinished assignments.

Based on the research results, academic procrastination is not only reflected in the behavior of postponing tasks, but also in slowness in completing tasks, gaps in time related to plans and reality that occur, and the implementation of other activities that are considered more exciting than completing tasks. Among all aspects of academic procrastination studied, the implementation of other activities that are considered more exciting than completing tasks is the most dominant form of academic procrastination in the research subjects.

3.2.3. The Influence of Social Media Usage Intensity on Academic Procrastination Behavior of Students in the Economics Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Sampit

Based on the research results, it was found that all study subjects exhibited academic procrastination behavior. However, the role of social media in the emergence of this behavior differed among subjects. This finding is evident in the differences in the characteristics of APS, BS, and WFA in aspects of attention, appreciation, duration, frequency, and various other aspects of academic procrastination. The research findings indicate that the higher the intensity of social media use, the greater the tendency for social media to play a role in the emergence of academic procrastination behavior.

APS continued to exhibit academic procrastination across all aspects studied, such as delays in starting and completing assignments, slowness in completing assignments, a time gap between plans and reality, and engaging in other activities deemed more exciting than completing assignments. However, compared to BS and WFA, the influence of social media on the emergence of these behaviors was relatively smaller. APS's procrastination was more related to laziness, procrastination habits, and a tendency to engage in activities outside of social media, such as taking walks or resting.

In contrast to APS, BS, which falls into the moderate social media usage intensity category, indicates that social media is starting to play a role in the emergence of academic procrastination. Social media is used as a means of entertainment when feeling bored, tired, or having difficulty completing assignments, so that time that should be allocated for completing assignments is often used for accessing social media.

WFA, who fall into the high-intensity social media use category, exhibited the highest levels of procrastination compared to other subjects. The high level of attention, emotional involvement, duration of use, and frequency of social media access resulted in social media becoming a higher priority activity than completing academic assignments. This condition resulted in social media no longer functioning solely as a means of entertainment, but becoming a consistently chosen activity when facing academic tasks. As a result, students were more prone to procrastinating on assignments, ignoring plans they had made, and extending the completion time due to constant diversion to social media.

The results of this study support the opinion of Ramadhani et al. (2025), who stated that social media use has the potential to increase the tendency to procrastinate because individuals prefer engaging in activities that are enjoyable or considered exciting rather than completing academic obligations. In this study, social media was often used as a temporary escape when subjects felt bored, tired, lazy, or faced with tasks they considered difficult.

Furthermore, the results of this study align with those of Putri et al. (2022), Liana et al. (2024), and Paraera and Pedhu (2025), which showed that increased intensity of social media use is associated with an increased tendency to academic procrastination. Using a qualitative approach, this study demonstrates that this influence occurs through increased attention, emotional involvement or immersion, duration of use, and frequency of social media access. These four aspects encourage individuals to procrastinate more often, slow down their work, ignore established academic plans, and choose other activities deemed more enjoyable.

Overall, the research findings indicate that the intensity of social media use influences the emergence of academic procrastination among students in the Economics Education Study Program, Faculty of Teacher Training and

Education, Muhammadiyah University of Sampit. The higher the intensity of social media use, the greater the influence of social media on the emergence of academic procrastination among students.

4. CONCLUSION

Based on the research results, it was found that the intensity of social media use influences academic procrastination behavior among students in the Economics Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Sampit. This influence is seen in aspects of delays in starting and completing assignments, slowness in completing assignments, gaps between planning and task implementation, and a tendency to engage in other activities considered more enjoyable than completing academic assignments.

The results of the study showed that all subjects tended to engage in academic procrastination. However, the role of social media in the emergence of this behavior varied among subjects. In subjects with low social media usage intensity, procrastination was more influenced by other factors, such as laziness, procrastination, and engaging in activities outside of social media. Meanwhile, in subjects with moderate and high social media usage intensity, social media appeared to be a more dominant factor in the emergence of academic procrastination.

Research findings also indicate that the higher the intensity of social media use, the greater the tendency for students to use social media as an alternative activity when facing academic assignments. Social media is not only used for entertainment, but also as a temporary escape when students feel bored, tired, lazy, or have difficulty completing assignments. As a result, social media has the potential to distract students from academic tasks, slow down the process of completing assignments, disrupt the implementation of plans, and encourage academic procrastination.

5. BIBLIOGRAPHY

- Achmad, N., & Dewi, D. K. (2022). Hubungan Intensitas Penggunaan Media Sosial Terhadap Prokrastinasi Akademik pada Mahasiswa yang Menyelesaikan Skripsi. *Character: Jurnal Penelitian Psikologi*, 96-106.
- Ananda, D. P., & Putri, M. (2025). Tingkat Intensitas Penggunaan Media Sosial pada Mahasiswa Bimbingan dan Konseling: Studi Kuantitatif di Universitas Sriwijaya. *EduTech: Jurnal Teknologi Pendidikan*, 1643-1651.
- Effendi, L. N., & Tamara, M. D. (2022). Kajian Naratif: Hubungan Durasi Media Sosial dengan Kejadian Insomnia pada Remaja. *Jurnal Penelitian Kesehatan STIKes Dharma Husada Bandung*, 339-351.
- Haryoko, S., Bahartiar, & Arwadi, F. (2020). *Analisis Data Penelitian Kualitatif (Konsep, Teknik, & Prosedur Analisis)*. Makassar : Badan Penerbit Universitas Negeri Makassar .
- Iba, Z., & Wardhana, A. (2023). *Metode Penelitian*. Purbalingga: CV Eureka Media Aksara.
- Ksanjaya, R., & Rahayu, E. T. (2022). Motivasi Siswa dalam Kegiatan Ekstrakurikuler Futsal di SMA Negeri 1 Blanakan. *Jurnal Pendidikan dan Konseling*, 6094-6099.
- Liana, D. D., Kuntari, S., & Kudus, W. A. (2024). Pengaruh Intensitas Penggunaan Media Sosial Tiktok terhadap Perilaku Prokrastinasi Akademik pada Siswa Kelas XI IPS di SMAN 4 Kabupaten Tangerang. *Jurnal Pendidikan Tambusai*, 48078-48084.
- Norlela, & Julianta, I. (2023). Interest in Learning Using Visual Media in Social Studies Subjects. *Jurnal Pendidikan dan Pembelajaran Ilmu Pengetahuan Sosial*, 91-100.

- Paraera, M. D., & Pedhu, Y. (2025). Intensitas Penggunaan Media Sosial dan Prokrastinasi Akademik: Sebuah Analisis Empiris. *Jurnal Psiko Edukasi: Jurnal Pendidikan, Psikologi, dan Konseling*, 69-85.
- Putri, H. J., & Murhayati, S. (2025). Metode Pengumpulan Data Kualitatif. *Jurnal Pendidikan Tambusai*, 13074-13086.
- Putri, K. A., Sumaryati, S., & Ivada, E. (2022). Pengaruh Intensitas Penggunaan Media Sosial Terhadap Prokrastinasi Akademik Mahasiswa Pendidikan Akuntansi. *Jurnal "Tata Arta" UNS*, 89-100.
- Qadir, A., & Ramli, M. (2024). Media Sosial (Definisi, Sejarah dan Jenis-Jenisnya). *Al-Furqan: Jurnal Agama, Sosial, dan Budaya*, 2713-2724.
- Ramadhani, A. A., Avicenna, A., Hibatullah, M. H., Nabyah, S., & Wardiyah, M. L. (2025). Hubungan Antara Intensitas Penggunaan Media Sosial dan Prokrastinasi Akademik pada Mahasiswa. *Triwikrama: Jurnal Multidisiplin Ilmu Sosial*.
- Sandya, S. N., & Ramadhani, A. (2021). Pengaruh Intensitas Bermain Game Online Terhadap Prokrastinasi Akademik Indonesia. *Psikoborneo: Jurnal Ilmiah Psikologi*, 202-213.
- Sari, A. I., Yanto, & Wahyuni, H. (2023). Hubungan Self Efficacy dengan Prokrastinasi Siswa di SMP Negeri 5 Kota Jambi. *Jurnal Pendidikan dan Konseling*, 141-157.
- Ule, M. Y., Kusumaningtyas, L. E., & Widyaningrum, R. (2023). Studi Analisis Kemampuan Membaca dan Menulis Peserta Didik Kelas II. *Widya Wacana: Jurnal Ilmiah*, 1-28.
- Wicaksono, L. (2017). Prokrastinasi Akademik Mahasiswa. *Jurnal Pembelajaran Prospektif*, 67-73.
- Yusuf, F., Rahman, H., Rahmi, S., & Lismayani, A. (2023). Pemanfaatan Media Sosial Sebagai Sarana Komunikasi, Informasi, dan Dokumentasi: Pendidikan di Majelis Taklim Annur Sejahtera. *JHP2M: Jurnal Hasil-Hasil Pengabdian dan Pemberdayaan Masyarakat*, 1-8.