The Influence of Time Management and Social Media Addiction on Academic Procrastination in Undergraduate Students

Lutfi Ayu Mukarromah

Department of Psychology, Faculty of Psychology, State University of Malang
Semarang Street No. 5, Malang, East Java, Indonesia 65145
lutfi.ayu.1908116@students.um.ac.id

Gamma Rahmita Ureka Hakim

Department of Psychology, Faculty of Psychology, State University of Malang
Semarang Street No. 5, Malang, East Java, Indonesia 65145
gamma.rahmita.fppsi@um.ac.id

Abstract

This study aims to determine the effect of time management and social media addiction on academic procrastination in undergraduate students. The research method used is quantitative, with the incidental sampling technique. Respondents in this study amounted to 417 undergraduate students from universities in Malang City. The data was obtained from a questionnaire consisting of a time management scale, a social media addiction scale, and an academic procrastination scale. Test the hypothesis in this study using a multiple linear regression test with a coefficient of determination (R^2) value of 0.481. The results showed a significant effect between time management, social media addiction and academic procrastination. Students with poor time management and social media addiction tend to have academic procrastination problems. Further research is needed to find out the factors that influence time management, social media addiction and academic procrastination in undergraduate students in more depth.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh manajemen waktu dan kecanduan media sosial terhadap prokrastinasi akademik pada mahasiswa S1. Metode penelitian yang digunakan adalah kuantitatif, dengan teknik sampling insidental. Responden dalam penelitian ini berjumlah 417 mahasiswa S1 dari perguruan tinggi yang ada di Kota Malang. Data diperoleh dari kuesioner yang terdiri dari skala manajemen waktu, skala kecanduan media sosial, dan skala prokrastinasi akademik. Uji hipotesis dalam penelitian ini menggunakan uji regresi linier berganda dengan nilai koefisien determinasi (R^2) sebesar 0,481. Hasil penelitian menunjukkan adanya pengaruh yang signifikan antara manajemen waktu, kecanduan media sosial dan prokrastinasi akademik. Siswa dengan manajemen waktu yang buruk dan kecanduan media sosial cenderung memiliki masalah penundaan akademik. Diperlukan penelitian lebih lanjut untuk mengetahui secara lebih mendalam faktor-faktor yang mempengaruhi manajemen waktu, kecanduan media sosial dan prokrastinasi akademik pada mahasiswa S1.

INTRODUCTION

Based on Erikson's developmental theory, college students are transitioning from adolescence to early adulthood. The developmental tasks in this phase require individuals to recognize themselves and their future goals and face new roles and statuses as adults, such as work. Another

demand for an individual when they enter early adulthood is that they are required to be able to form relationships with other people (Santrock, 2012). Apart from that, individuals in this phase are urged to continue connecting with other individuals through warm, close, and communicative relationships. However, the biggest challenge for a college student, of course, lies in the challenges in the world of education. If they cannot resolve the challenges in this phase, the individual will experience an identity crisis.

One of the problems experienced by college students in solving challenges in education is procrastination behaviour. The results of a preliminary study conducted on four active college students in Malang City revealed that they experienced problems in completing academic assignments due to procrastination behaviour in completing existing assignments. Their procrastination pattern includes postponing assignments until the deadline approaches, choosing to do other enjoyable activities instead of doing assignments, being late in completing existing academic assignments, and deliberately choosing to postpone doing assignments. This preliminary study is supported by the results of research by Klingsieck (2013), which shows that 56.3% of college students tend to procrastinate in the academic domain. Research by Steel and Ferrari (2013) shows that academic procrastination is influenced by age. Those who are younger will tend to engage in academic procrastination compared to those who are older.

Academic procrastination is when individuals fail to complete academic assignments within the expected period (Senécal et al., 1995). Senécal et al. (1995) divide academic procrastination into three aspects: exam preparation, task accomplishments, and writing the final term articles and research papers. Exam preparation is defined as procrastinating to prepare well for an exam, task accomplishments is delaying completing tasks, and writing the final term articles and research paper is delaying completing the final task. Handayani and Andromeda (2017)

view procrastination as individual behaviour to postpone things such as work, rights, obligations and other tasks and is often carried out by many people. Fauziah (2015) defines procrastination as deliberately delaying desired activities even though they understand the delay can have bad impacts.

Based on the results of a preliminary study of four active undergraduate students in Malang City, it is known that one of the reasons they engage in academic procrastination is their need for more ability to divide their time between academic activities and non-academic activities. This indicates that undergraduate students still need better time management. This is supported by the results of research by Khanam et al. (2017), which shows that 51.90% of university students had moderate to low time management scores. Time management is defined by Balamurugan (2013) as an activity about doing the right thing at the right time. As explained by Balamurugan (2013), the aspects of time management are scheduling and prioritizing, planning and goal setting, reviewing and record keeping, organizing and controlling.

Scheduling and prioritizing are defined as an individual's ability to determine the priority of tasks that must be completed and the schedule for completing these tasks. Planning and goal setting is the ability to make good plans to achieve the goals that have been set. Reviewing and record keeping is an evaluation of the work carried out and recording the information needed for further purposes. Organizing and controlling is the ability to manage tasks and resources effectively and ensure that these tasks can be completed according to plans that have been made previously.

Apart from that, a preliminary study on four active undergraduate students in Malang City showed that students preferred to do other fun activities, such as playing on smartphones and accessing social media, rather than doing academic assignments. Previous study subjects stated that they experienced interference in carrying

out academic assignments because social media notifications diverted attention from tasks that should be done. The use of social media by preliminary study subjects ranged from 5 to more than 8 hours per day. Ndubuaku et al. (2020) stated that misuse of social media can cause addiction for users. Additionally, social media addiction is common among undergraduate students. As defined by Andreassen (2015), social media addiction is a strong motivation to use and devote much time to using social media, which interferes with other social activities such as academics or work.

Al-Menayes (2015) revealed the dimensions of social media addiction based on an adaptation of the Internet Addictive Test (IAT) by Young (1996), namely social consequences, time displacement, and compulsive feelings. The social consequences dimension is defined as the social impact of excessive use of social media, such as withdrawing from social life. The time displacement dimension is inappropriate time allocation in

The results of the preliminary study that has been carried out are in line with the results of research by Nisa et al. (2019), which shows that time management and procrastination have a negative influence, so that the better the time management skills, the lower the academic procrastination will be. The research results by Anabillah et al. (2022) also state that time management and academic procrastination have a negative influence. Research by Neidi (2019) shows that the intensity of social media use influences academic procrastination. This is in line with the results of research by Serrano et al. (2022), which shows that problematic use of social media will significantly lead to academic procrastination.

Based on the problem description above, this research is interesting to carry out as a development of previous research. Apart from that, currently, more and more students are intensively using social media. This research aims to determine the relationship between time management

and social media addiction on academic procrastination in undergraduate students.

METHODS
This research uses a quantitative approach with a correlational research type. The regression test in this research is the regression test between time management (X1) on academic procrastination (Y), social media addiction (X2) on academic procrastination (Y), and test the correlation between time management (X1) and social media addiction (X2) on academic procrastination (Y).

The population in this study are active undergraduate students studying in Malang City, the population of which is unknown. The sample in this study was calculated using the Cochran formula because the population is unknown. In this research, the sampling technique used is non-probability sampling with an incidental sampling technique. Incidental sampling is a technique for determining samples based on chance or incidental encounters with researchers if they feel they comply with predetermined criteria (Sugiyono, 2020). The criteria set for respondents in this study were undergraduate students active in Malang City who used social media for at least 5 hours daily. The criteria for the duration of social media use refer to the results of research by Kuss and Griffiths (2011), which states that social media use has increased to 5.5 hours.

The scale used to measure academic procrastination in this study was adapted from the Academic Procrastination Scale (APS) translated into Indonesian by Asnawi (2021), which consists of 25 items with answer options using a 4-point Likert scale. Time management ability was measured using the Student Time Management Scale (STMS) adapted from Balamurugan (2013), which consists of four aspects, namely scheduling and prioritizing (7 items), planning and goal setting (7 items), reviewing and record keeping (7 items), as well as organizing and controlling (7 items) with a total of 28 items using a Likert scale with 4-point answer choices. The

final scale used in this research is the Social Media Addiction Scale (SMAS), adapted from Al-Menayes (2015) to measure social media addiction with three dimensions, namely social consequences (4 items), time displacement (4 items), and compulsiveness (2 items) with a total of 10 items using a Likert scale with 4-point answer choices.

The validity of the research scale was obtained after testing it on trial respondents. Calculations were carried out using SPSS version 25 through Pearson's product moment analysis. An item is declared valid if the significance value is below 0.05 ($p < 0.05$). Reliability values are calculated using Cronbach's alpha. Based on the results of the APS trial, it is known that 22 of the 25 items were declared valid with a significance value in the range 0.000–0.022, and three items were de-clared invalid because the significance value was above 0.05 ($p > 0.05$), namely item number 1, 14, and 20. The Cronbach's alpha APS reliability coefficient is 0.90, so this scale is declared reliable.

In STMS, it was stated that 24 of the 28 items were valid with significance values in the range 0.000–0.018. Four items were declared invalid because the significance value was above 0.05 ($p > 0.05$), namely item numbers 3, 8, 17, and 28. The Cronbach's alpha reliability coefficient value was 0.81, so this scale was declared reliable. SMAS stated no items were invalid because the significance value was below 0.05 ($p > 0.05$). The Cronbach's alpha reliability coefficient value is 0.85, so this scale is declared reliable.

Data analysis in this research was only carried out on items declared valid using SPSS version 25 for Windows, which consisted of assumption and hypothesis testing. The assumption tests that must be met are normality, linearity, multicollinearity, and heteroscedasticity tests. Meanwhile, hypothesis testing was carried out using multiple regression analysis to determine whether there is a correlation between time management and academic procrastination, so-cial media addiction with academic procrastination, and the correlation between time management and social media addiction with academic procrastination.

RESULTS

Description of Respondent Characteristics

A general description of the characteristics of respondents in this study includes university of origin, age, and duration of social media use. The number of respondents to this research was 417 people from 20 universities in Malang City, as seen in the following table.

Table 1.
Description of University of Origin

University of Origin	Frequency	%
State University of Malang	293	70.3
Brawijaya University	30	7.2
State Polytechnic of Malang	28	6.7
Others	66	15.8
Total	**417**	**100.0**

The table above shows that 70.2% of respondents came from the State University of Malang, 7.2% from Brawijaya University, and 6.7% from the State Polytechnic of Malang. Meanwhile, another 15.8% came from several universities in Malang City. Furthermore, in the following table, you can see the age distribution of research respondents.

Table 2.
Description of Respondent's Age

Age	Frequency	%
17	1	0.2
18	17	4.1
19	72	17.2
20	96	23.0
21	118	28.3
22	87	20.9
23	19	4.5
24	6	1.4
25	1	0.2
Total	**417**	**100.0**

The data in the table above shows that the age range of research respondents is 17–25 years old. The most significant percentage, namely 28.3% of respondents, was aged 21 years. As many as 23.0% of respondents were aged 20 years, and 20.9% were aged 22. The following description of the characteristics of research respondents, namely the duration of social media use by respondents, can be seen in the following table.

Table 3.
Description of Duration of Social Media Use

Duration of Use	Frequency	%
5–8 hours	234	56.1
9–12 hours	134	32.1
13–16 hours	28	6.7
>16 hours	21	5
Total	**417**	**100.0**

Respondents' most frequent use of social media was 5–8 hours, with a percentage of 56.1%. As many as 31.1% of respondents used social media for 9–12 hours. Use for 13–16 hours was 6.7%, and another 5% used social media for >16 hours.

Descriptive Analysis Results
Data descriptions regarding time management, social media addiction and academic procrastination were obtained from research results with 417 respondents. The results of descriptive analysis using hypothetical data can be seen in the following table.

Table 4.
Descriptive Analysis of Hypothetical Data

Variables	Min.	Max.	Mean	SD
Time Management	24	96	60	12
Social Media Addiction	10	40	25	5
Academic Procrastination	22	88	55	11

The results of the analysis above show that in the time management variable, the smallest value is 24, the highest value is 96, the mean is 60, and the standard deviation is 12. In the social media addiction variable, the smallest value is 10, the highest value is 40, the mean is 25, and the standard deviation is 5. In the academic procrastination variable, the smallest value is 22, the highest value is 88, the mean is 55, and the standard deviation is 11. These results can be seen in the following table. Based on the hypothetical data carried out, if 417 respondents were included in the categorization, data would be produced as presented in the following table.

Table 5.
Categorization

	Very Low	Low	Moderate	High	Very High
Time Management	0%	6.2%	41.5%	46.3%	6.0%
Social Media Addiction	21.6%	49.4%	22.8%	5.0%	1.2%
Academic Procrastination	4.8%	20.9%	47.7%	22.1%	4.6%

Based on the categorization results in the table above, it is known that as many as 46.3% of respondents have high time management and dominate more than others. In the social media addiction variable, 49.4% of respondents were in the low category. Meanwhile, 47.7% of respondents were in the medium category for the academic procrastination variable.

Test Assumptions
The results of the normality test show that the data in this study is normally distributed with an asymptotic significance (2-tailed) value of 0.065. After the normality test is fulfilled, the following assumption test is the linearity test. The results of the linearity test are presented in the following table.

Table 6.
Linearity Test Results

Variables	Deviation from Linearity	Result
Time Management and Academic Procrastination	0.430	Variables have a linear relationship
Social Media Addiction dan Academic Procrastination	0.321	Variables have a linear relationship

The results of the linearity test in the table above show a linear relationship between the time management variables and academic procrastination with a significance value of deviation from linearity of 0.430 (p > 0.05). For the social media addiction and academic procrasti-nation variables, the significance value of deviation from linearity is 0.321 (p > 0.05). With the linearity test fulfilled, it is continued with the multicollinearity test presented in the following table.

Table 7.
Multicollinearity Test Results

Variables	VIF	Result
Time Management and Academic Procrastination	1.304	Multicollinearity does not occur
Social Media Addiction and Academic Procrastination	1.304	Multicollinearity does not occur

The multicollinearity test results in the table above show no symptoms of multicollinearity because the VIF value is <10.0. Next, the final assumption test was carried out, namely the het-eroscedasticity test. The results of the hetero-scedasticity test are presented in the following table.

Table 8.
Heteroscedasticity Test Results

R-Squared	Calculated Chi-Squared	Chi-Squared Table	Conclusion
0.047	5.004	465.6114	Heteroscedasticity does not occur

The results of the heteroscedasticity test in the table above demonstrate no heteroscedastic-ity between variables because the calculated chi-squared value is less than the chi-squared table.

Hypothesis Testing
Hypothesis testing was carried out using multiple regression analysis: T-test and F-test. The T-test was carried out to determine the influence be-tween research variables partially, while the F-test was carried out to determine the influence between research variables simultaneously. The T-test results are presented in the following table.

Table 9.
T-Test Results

Variables	Calculated T Values	Significances	Conclusions
Time Management (X1) with Academic Procrastination (Y)	-12.445	0.000	H0 is rejected, H1 is accepted
Social Media Addiction (X) and Academic Procrastination (Y)	7.244	0.000	H0 is rejected, H1 is accepted

The T-test results in the table above show that the significance between time management and academic procrastination is 0.000 (p < 0.05). The calculated T value is -12.445, which is more than the T table (1.967), meaning there is an influence between time management and academic procrastination. The results of the T-test between the variable social media addiction and academic procrastination showed significant results because the significance value was 0.000 (p < 0.05). The calculated T value is 7.244, which is more than T table 1.967, meaning there is an influence between social media addiction and academic procrastination. The hypothesis test carried out next is the F-test. The results of the F-test can be seen in the following table.

Table 10.
F-Test Results

Calculated F Value	Significance	Conclusion
191.992	0.000	H0 is rejected, H1 is accepted

The results of the F-test table above show that time management, social media addiction, and academic procrastination simultaneously show significant results with a significance value of 0.000 (p < 0.05). The calculated F value of 191.992 is more than the F table (3.743), which means that there is an influence between time management, social media addiction, and academic procrastination. Apart from that, the table below explains the results of multiple linear regression analysis to find out how much influence time management and social media addiction have on academic procrastination.

Table 11.
Results of Multiple Linear Regression Analysis

R	R-Squared	Adjusted R-Squared
0.694	0.481	0.483

Based on the results of hypothesis testing using multiple regression analysis, it is known that the R-squared value is 0.481. This shows that the influence of time management, social media addiction, and academic procrastination simultaneously is 48.1%. Meanwhile, the other 51.9% was influenced by other variables or factors not examined in this research.

DISCUSSION

The results of hypothesis testing using the T-test in this research show that there is an influence between time management and academic procrastination. This result aligns with research by Mandaku and Aloysius (2017), which shows that time management and academic procrastination have a significant influence. College students with poor time management will tend to have high academic procrastination compared to those who have good time management. A cross-culture study by Košíková et al. (2020) on college students in Slovakia and Ukraine shows that academic procrastination with effective time management on college students has a negative influence. Apart from that, research by Arianti and Kumara (2021) shows an influence between time management and academic procrastination among students studying at Ahmad Dahlan University.

The results of the T-test between the variable social media addiction and academic procrastination showed significant results. Research by Al Shaibani (2020) show that hours of social media use are correlated with academic procrastination. This research shows that when hours of social media use increase, the average academic procrastination will tend to increase as well. Excessive use of social media and the internet makes college students ignore their academic responsibilities, ultimately leading to academic procrastination. In addition, the more time spent using social media, the more likely it is that symptoms of social media addiction will appear (Al-Menayes, 2015). Kuss and Griffiths (2011) stated that social media addiction can have a negative impact on the ability to manage time and not focus on academic tasks. Individuals who use social media at appropriate times generally need more time management skills in de-

termining the priority scale of what must be done at that time. This will lead to the problem of academic procrastination.

Based on the results of the hypothesis using the F-test in this research, it is known that time management, social media addiction, and academic procrastination simultaneously show significant results. It can be concluded that there is an influence between time management, social media addiction, and academic procrastination. This aligns with research by Roshanisefat et al. (2021), which shows a significant negative correlation between time management skills and academic procrastination. This means that the better time management skills, the lower academic procrastination will be. These findings are supported by previous research that found a negative influence between time management and academic procrastination in college students (Pertiwi, 2020). Research by Irwansyah et al. (2021) indicates an influence between time management and academic procrastination in students. Apart from that, the results of this research are also supported by research by Aribaş (2021), which shows that time management and academic procrastination have a negative correlation. The better time management, the lower academic procrastination will be. By having good time management skills, individuals will be more efficient in completing their tasks and goals, set priorities for the tasks that must be done, and have balance and control over time, which will tend to reduce academic procrastination.

Research by Caratiquit and Caratiquit (2023) show that social media addiction and academic procrastination have a significant influence. The findings in this study indicate that excessive use of social media will lead to a tendency toward academic procrastination. Research by Muslikah et al. (2018) found that higher intensity of social media use will lead to higher academic procrastination. Research by Anierobi et al. (2021) also show that excessive use of social media is related to the level of academic procrastination in

students. In addition, research by Al Shaibani (2020) show that social media addiction positively correlates with academic procrastination. This research found that students with higher social media addiction tended to experience higher academic procrastination. Students with a higher duration of social media use will tend to increase academic procrastination. This is because when students spend too much time accessing social media, they lose priority on academic tasks.

The results of data analysis in this research show that the influence of time management, social media addiction, and academic procrastination simultaneously is 48.1%. Meanwhile, the remaining 51.9% is influenced by other variables or factors not examined in this research, including anxiety and self-regulation (Saplavska & Jerkunkova, 2018; Zarrin et al., 2020).

CONCLUSION

Based on the results of the research that has been conducted, there is an influence between time management and social media addiction on academic procrastination in students. Students with poor time management and a tendency to be addicted to social media will tend to experience academic procrastination problems. Therefore, students must have an awareness of good time management skills and social media addiction so that it does not have an impact on academic procrastination. The goal is for students to improve their academic achievement. In this study, there are research limitations on the characteristics of respondents. The researcher should have included which semester the respondents were in so that for further research, this could be considered. Apart from that, further research is needed to find out the factors that influence time management, social media addiction and academic procrastination in students in more depth.

REFERENCES

Al Shaibani, M. H. (2020). Academic Procrastination Among University Students in Saudi Arabia and Its Association with Social Media Addiction. *Psychology and Education Journal*, *57*(8), Article 8. https://doi.org/10.17762/pae.v57i8.1344

Al-Menayes, J. J. (2015). Dimensions of Social Media Addiction among University Students in Kuwait. *Psychology and Behavioral Sciences*, *4*(1), 23–28. https://doi.org/10.11648/j.pbs.20150401.14

Anabillah, A. R., Febriansyah, M. R., & Atmaja, M. Z. D. (2022). *Kemampuan Manajemen Waktu dalam Mengatasi Prokrastinasi Akademik pada Mahasiswa*. 189–195. http://conference.um.ac.id/index.php/psi/article/view/2944

Andreassen, C. S. (2015). Online Social Network Site Addiction: A Comprehensive Review. *Current Addiction Reports*, *2*(2), 175–184. https://doi.org/10.1007/s40429-015-0056-9

Anierobi, E., Etodike, C., Uzochukwu, O., Ezennaka, A., & Okeke, N. (2021). Social Media Addiction as Correlates of Academic Procrastination and Achievement Among Undergraduate of Nnamdi Azikiwe University AWKA. *International Journal of Academic Research in Progressive Education and Development*, *10*(3), 2226–6348. https://doi.org/10.6007/IJARPED/v10-i3/10709

Arianti, A. E., & Kumara, A. R. (2021). Pengaruh Manajemen Waktu Terhadap Prokrastinasi Akademik Mahasiswa BK UAD pada Masa Pembelajaran Daring. *Prosiding Seminar Nasional Bimbingan dan Konseling Universitas Ahmad Dahlan*, *1*, Article 0. http://www.seminar.uad.ac.id/index.php/PSNBK/article/view/8032

Aribaş, A. N. (2021). The Relationship of Time Management and Academic Procrastination: A Case of University Students. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *46*, Article 46. https://doi.org/10.52642/susbed.909737

Asnawi, M. F. A. (2021). *Perfeksionis, Takut Gagal dan Prokrastinasi Akademik (Penelitian pada Siswa Sekolah Berasrama)* [Master's thesis, Universitas Muhammadiyah Malang]. http://eprints.umm.ac.id/view/divisions/mstr=5Fpsy/2021.type.html

Balamurugan, M. (2013). Structure of Student Time Management Scale (STMS). *Journal on School Educational Technology*, *8*(4), 22–28. https://eric.ed.gov/?id=EJ1098315

Caratiquit, K. D., & Caratiquit, L. J. C. (2023). Influence of Social Media Addiction on Academic Achievement in Distance Learning: Intervening Role of Academic Procrastination. *Turkish Online Journal of Distance Education*, *24*(1), Article 1. https://doi.org/10.17718/tojde.1060563

Fauziah, H. H. (2015). Fakor-Faktor yang Mempengaruhi Prokrastinasi Akademik Pada Mahasiswa Fakultas Psikologi Uin Sunan Gunung Djati Bandung. *Psympathic: Jurnal Ilmiah Psikologi*, *2*(2), Article 2. https://doi.org/10.15575/psy.v2i2.453

Handayani, S. W. R. I., & Andromeda, N. (2017). Pengaruh Gaya Pengambilan Keputusan Terhadap Prokrastinasi Akademik pada Mahasiswa. *PSIKOVIDYA*, *21*(1), 50–65. https://doi.org/10.37303/psikovidya.v21i1.66

Irwansyah, M. R., Meitriana, M. A., & Istiqomah, N. (2021). *Exploring Student Academic Procrastination Based on Time Management, Social Support and Self-Efficacy*. 126–131. https://doi.org/10.2991/assehr.k.211222.019

Khanam, N., Sahu, T., Rao, E., Kar, S., & Quazi Syed, Z. (2017). A Study on University Student's Time Management and Academic Achievement. *International Journal Of Community Medicine And Public Health*, *4*(12), 4761–4765. https://doi.org/10.18203/2394-6040.ijcmph20175365

Klingsieck, K. B. (2013). Procrastination in Different Life-Domains: Is Procrastination Domain Specific? *Current Psychology*, *32*(2), 175–185. https://doi.org/10.1007/s12144-013-9171-8

Košíková, M., Loumová, V., Kovaľová, J., Vašaničová, P., & Bondarenko, V. M. (2020). A Cross-Culture Study of Academic Procrastination and Using Effective Time Management. *Periodica Polytechnica Social and Management Sciences*, *28*(2), Article 2. https://doi.org/10.3311/PPso.13348

Kuss, D. J., & Griffiths, M. D. (2011). Online Social Networking and Addiction—A Review of the Psychological Literature. *International Journal of Environmental Research and Public Health*, *8*(9), 3528–3552. https://doi.org/10.3390/ijerph8093528

Mandaku, V., & Aloysius, S. (2017). *Pengaruh Motivasi Berprestasi, Locus of Control, dan Manajemen Waktu Terhadap Prokrastinasi Akademik* [Unpublished Manuscript].

Muslikah, M., Mulawarman, M., & Andriyani, A. (2018). Social Media User Students' Academic Procrastination. *PSIKOPEDAGOGIA: Jurnal Bimbingan dan Konseling*, *7*(2), Article 2. https://doi.org/10.12928/psikopedagogia.v7i2.12934

Ndubuaku, V., Inim, V., Ndudi, U. C., Prince, A. I., & Samuel, U. E. (2020). Effect of Social Networking Technology Addiction on Academic Performance of University Students in Nigeria. *International Journal of Recent Technology and Engineering (IJRTE)*, *8*(5), 173–180. https://doi.org/10.35940/ijrte.D8393.018520

Neidi, A. W. (2019). Hubungan Antara Intensitas Penggunaan Media Sosial dan Prokrastinasi Akademik dalam Menyelesaikan Skripsi pada Mahasiswa. *Acta Psychologia*, *1*(2), Article 2. https://doi.org/10.21831/ap.v1i2.43142

Nisa, N. K., Mukhlis, H., Wahyudi, D. A., & Putri, R. H. (2019). Manajemen Waktu dengan Prokrastinasi Akademik pada Mahasiswa Keperawatan. *Journal of Psychological Perspectives*, *1*(1), Article 1. https://doi.org/10.47679/jopp.1172019

Pertiwi, G. A. (2020). Pengaruh Stres Akademik dan Manajemen Waktu Terhadap Prokrastinasi Akademik. *Psikoborneo: Jurnal Ilmiah Psikologi*, *8*(4), Article 4. https://doi.org/10.30872/psikoborneo.v8i4.5578

Roshanisefat, S., Azizi, S. M., & Khatony, A. (2021). Investigating the Relationship of Test Anxiety and Time Management with Academic Procrastination in Students of Health Professions. *Education Research International*, *2021*(12), 1–6. https://doi.org/10.1155/2021/1378774

Santrock, J. W. (2012). *Perkembangan Masa Hidup* (B. Wisdyasinta, Trans.; 13th ed., Vol. 1). Jakarta: Penerbit Erlangga.

Saplavska, J., & Jerkunkova, A. (2018). *Academic Procrastination and Anxiety Among Students*. 1192–1197. http://dx.doi.org/10.22616/ERDev2018.17.N357

Senécal, C., Koestner, R., & Vallerand, R. (1995). Self-Regulation and Academic Procrastination. *Journal of Social Psychology*, *135*(5), 607–619. https://doi.org/10.1080/00224545.1995.9712234

Serrano, D. M., Williams, P. S., Ezzeddine, L., & Sapon, B. (2022). Association between Problematic Social Media Use and Academic Procrastination: The Mediating Role of Mindfulness. *Learning: Research and Practice*, *8*(2), 84–95. https://doi.org/10.1080/23735082.2022.2100920

Steel, P., & Ferrari, J. (2013). Sex, Education and Procrastination: An Epidemiological Study of Procrastinators' Characteristics From a Global Sample. *European Journal of Personality*, *27*(1), 51–58. https://doi.org/10.1002/per.1851

Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Young, K. S. (1996). Psychology of Computer Use: XL. Addictive Use of the Internet: A Case That Breaks the Stereotype. *Psychological Reports*, *79*(3 Pt 1), 899–902. https://doi.org/10.2466/pr0.1996.79.3.899

Zarrin, S. A., Gracia, E., & Paixão, M. P. (2020). Prediction of Academic Procrastination by Fear of Failure and Self-Regulation. *Educational Sciences Theory & Practice*, *20*(3), 34–43. http://dx.doi.org/10.12738/jestp.2020.3.003