

The Intensity Use of Social Media "Y" and Academic Stress to Students' Academic Procrastination

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Abstract. In everyday life, procrastination behavior is often found in society, one of the causal factors can be time management problems such as using social media "Y" with high intensity. Related studies have examined this idea but found inconsistencies from the results of previous research because researchers suspect that there are variables that influence this inconsistency and are motivated to research the correlation between the intensity of social media "Y" and academic stress on academic procrastination. This research uses a correlational design with a quantitative approach. The research results found a simultaneous correlation between the intensity of use of social media "Y" and academic stress on academic procrastination. In addition, a partial correlation was found in a positive direction between academic stress and academic procrastination, but there was no partial correlation between the intensity of use of social media "Y" and academic procrastination. The use of social media "Y" by students shows a form of diversion that is carried out to vent the feelings of pressure felt during the study period, so that students tend to procrastinate or refuse to complete assignments, and they can understand the importance of stress management to minimize academic procrastination behavior.

Keywords: social media, stress, procrastination

1 Introduction

In the academic sphere, the phenomenon of procrastination is often found where students procrastinate on their academic tasks, for example completing their work, studying to prepare for exams or carrying out academic administration. There has been a lot of research related to procrastination in America. One of them, research conducted by (Solomon and Rothblum in [1]), revealed that 46% of the total 342 respondents indicated that students at one of the United States universities were carrying out academic procrastination behavior. Meanwhile, in Indonesia, research related to academic procrastination has also been widely carried out. One of them, research conducted by [2] showed that out of 229 students of the Ahmad Dahlan University guidance and counseling study program, 166 of them carried out procrastination.

The attitude of delaying doing and completing something can be called procrastination. In the world of education, this behavior is usually called academic

procrastination. Academic procrastination is defined by [3], as a behavior that is consciously carried out in procrastinating on assignments and occurs continuously and repeatedly. Academic procrastination can be measured by 3 aspects, namely, delaying assignments, refusing or avoiding assignments and blaming other people or things. Ideally, students are able to actively participate and diligently participate in lecture activities so that the lecture assignments given by the lecturer can be completed well. However, the problem of managing time is generally an obstacle that is often encountered. The behavior of procrastinating in completing college assignments is a form of maladjustment behavior in students in terms of managing their time, causing their time to be wasted.

Based on initial observations, researchers discovered the phenomenon of academic procrastination behavior carried out by students include diverted focus on social media "Y" during class, assignments that are not submitted according to the deadline, often looking at notifications while working on coursework which results in work being delayed. Meanwhile, through the results of interviews by researchers with several psychology students at "X" University in East Java, it is known that the causes of delays in completing assignments are the tendency to waste time completing assignments, playing online games, spending time surfing on social media, and spending a lot of time at the café. Another thing to do is avoid doing college assignments due to the difficulties experienced and viewing assignments as unpleasant things.

When feelings of pressure or stress arise because of college assignments, some students tend to look for ways to avoid these feelings as a form of escape mechanism. From several answers found, one of the things they most often do when they are stressed about college assignments is to look at social media or videos with interesting content to avoid these feelings so they tend to engage in academic procrastination behavior. One of the applications most often accessed by students to view interesting video content is social media "Y". According to behavioristic theory, academic procrastination behavior arises because of the learning process. The learning process in question is in the form of another object (use of social media "Y") which provides rewards in the form of pleasant feelings compared to procrastinated objects, giving rise to academic procrastination behavior. [4]

According to [5] the intensity of social media use is a quantitative measure related to how long, how often and how concentrated an individual is in accessing social media. The intensity of social media use consists of four aspects, namely, number of friends, duration, emotional relationships and is an inseparable part of the user's life. [6]

Several previous studies have examined the correlation between the intensity of social media use and academic procrastination with varying results. Research conducted by [7] on Economics Education students in Semarang City found a positive influence between these two variables. Meanwhile, research [8] on Wiralodra students at the Faculty of Islamic Studies in the second semester of 2022, although with low strength, still shows a correlation between the intensity of social media use and academic procrastination. Research [9] in their study of SMAN 3 Sragen students

found a positive influence with an effective contribution of 11.1% between the intensity of use of Tiktok social media against academic procrastination.

On the other hand, research by [10] on students at Diponegoro University Semarang, Faculty of Psychology and research by [11] on class VII students of SMPN I Plosoklaten Kediri found that there was no relationship between the intensity of social media use and academic procrastination.

Based on the results of previous research that was previously presented, the researcher saw that there were still inconsistencies in the research results found between one researcher and another. Due to the inconsistency of previous research results, researchers felt it was important to develop a new research model. Therefore, researchers suspect that there are other variables that have an influence on the intensity of social media use in relation to academic procrastination. Thus, researchers added academic stress as an additional variable in this research.

Academic stress chosen as an additional independent variable in this research is academic demands which can turn into a stressor caused by the effects of the academic situation, causing the individual to feel depressed. Academic stress consists of three main aspects, namely, academic expectations, workload or exams and academic self-perception. [12] One factor in academic procrastination behavior is feelings of pressure during a student's study period. Previous research, such as that conducted by [13], found a positive correlation with academic stress in relation to academic procrastination in students, especially during the pandemic Covid-19. Thus, this study aims to investigate the correlation between the intensity of use of social media "Y" and academic stress on students' academic procrastination.

2 Method

The researcher chose a correlational design in this study with a quantitative approach, where intensity (X1) and academic stress (X2) were the independent variables and academic procrastination (Y) was the dependent variable. Psychology students from "X" University in East Java were the population in this study. Determination of samples by type purposive sampling with technique non-probability sampling used in this research with the criteria of respondents being active Psychology students' class of 2021 from higher education institutions in the Malang area, East Java, Indonesia as users (viewers/performers) of social media "Y". The collection of 32 research respondents was carried out at "X" University in East Java through the media Goole form and carried out offline, the respondents are accompanied directly by the researcher to anticipate questions from the respondent if the respondent needs to clarify the question item and ensure that the respondent answers consciously and responsibly for himself.

In this study, three measurement scales were used as data collection methods, namely Tuckman Procrastination Scale which researchers adapted from [14] to measure academic procrastination, Facebook Intensity Scale which researchers adapted from [6] to measure the intensity of use of social media "Y" and the

Perceptions of Academic Stress Scale which researchers adapted from [12] to measure academic stress. Total 12 items on Tuckman Procrastination Scale with a reliability of 0.636. Total 8 items on Facebook Intensity Scale with reliability scores of 0.687. Total 15 items on Perceptions of Academic Stress Scale with a reliability score of 0.755. These three scales were concluded to be reliable because they had a reliability score of > 0.60 and could be used as measuring tools in this research. [15]

Multiple regression analysis is the data analysis technique used in this research to determine the correlation between intensity variables and academic stress on academic procrastination with the help of the program JASP. Before carrying out multiple analysis, the data obtained will first be subjected to assumption tests in the form of normality tests, linearity tests and multicollinearity tests.

3 Results and Discussion

Based on table 1, the number of respondents with female gender was 25 respondents or 78.1% and male respondents were 7 respondents or 21.9%. Then, the number of respondents aged 19 years was 2 respondents or 6.3%. The group of respondents aged 20 years was 17 respondents or 53.1%. Furthermore, there were 10 respondents from the 21-year age group or 31.3% and 3 respondents from the 22-year age group or 9.4%.

Characteristics	Frequency	Percentage
Gender		
Woman	25	78.1%
Man	7	21.9%
Age		
19 years old	2	6.3%
20 years	17	53.1%
21 years	10	31.3%
22 years	3	9.4%

Table 1. Descriptive Statistics of Respondent Characteristics

Furthermore, in table 2, it is known that the number of respondents in this study a total of 32 respondents. Apart from that, the academic procrastination variable has a hypothetical mean score of 36 and an empirical mean score of 32.6. Furthermore, the intensity variable has a hypothetical mean score of 24 and an empirical mean of 20.7. Furthermore, the academic stress variable has a hypothetical mean score of 45 and an empirical mean of 39.8. In general, the empirical mean score of these three variables is smaller than the hypothetical mean score, so it can be concluded that the Psychology students from "X" University in East Java who were studied in this study have a level of academic procrastination, intensity of use of social media "Y" and academic stress are lower than estimated by measuring instruments.

Variable	N	Items	Hypothetical Score				Empirical Score			
			Max	Min	Mean	SD	Max	Min	Mean	SD
Procrastination	32	12	60	12	36	8	45	18	32.6	5.89
Intensity	32	8	40	8	24	5.33	33	8	20.7	6.37
Stress	32	15	75	15	45	10	57	28	39.8	6.96

Table 2. Descriptive Analysis of Data

Based on table 3, it can be seen that the majority of respondents who experienced academic procrastination were in the medium category with a total of 25 respondents (78.13%), followed by the low category with a total of 6 respondents (18.75%) and the high category with a total of 1 respondent. (3.13%). Furthermore, the majority of respondents with the intensity of using social media "Y" were in the medium category, namely 19 respondents (59.38%), followed by 9 respondents (28.13%) in the low category and 4 respondents (12.5%) in the high category. Next, most respondents with academic stress were in the moderate category, 24 respondents (75%), 7 respondents (21.86%) were in the low category and 1 respondent (3.13%) was in the high category.

Variable	Categorization	Norm	F	Percentage
Academic Procrastination	Low	$X < 28$	6	18.75%
	Currently	$28 \leq X < 44$	25	78.13%
	High	$44 \leq X$	1	3.13%
Intensity	Low	$X < 18.67$	9	28.13%
	Currently	$18.67 \leq X < 29.33$	19	59.38%
	High	$29.33 \leq X$	4	12.5%
Academic Stress	Low	$X < 35$	7	21.86%
	Currently	$35 \leq X < 55$	24	75%
	High	$55 \leq X$	1	3.13%

Table 3. Data Categorization

The normality test carried out in the research uses a test Shapiro Wilk with the p values obtained respectively for the academic procrastination, intensity and academic stress variables being 0.852, 0.733 and 0.439, where these values are > 0.05 , it can be said that the data in this study is normally distributed. [16]

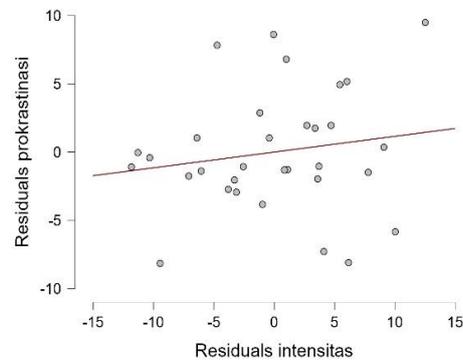


Figure 1. Linearity Test of Academic Intensity and Procrastination

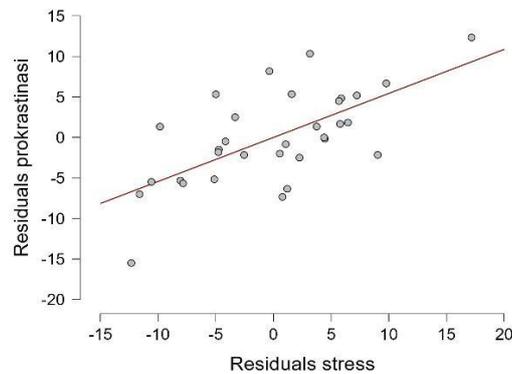


Figure 2. Linearity Test of Academic Stress and Academic Procrastination

By referring to the figure, it can be said that, between variables intensity and procrastination have a linear relationship, as well as the variables academic stress and academic procrastination which have a linear relationship. Next, the multicollinearity test results obtain a score tolerance $0.992 \geq 0.1$ and a VIF score of $1.008 \leq 10$, thus it is known that the intensity and academic stress variables do not deviate from the classical assumption of multicollinearity. [17]

By referring to table 4, it can be said that the intensity and academic stress variables simultaneously correlate with academic procrastination as evidenced by the correlation coefficient value of 0.443 and $p < 0.001$. This means that the effective contribution of the correlation between these two variables to academic procrastination is 44.3% and 55.7%, influenced by other factors which are not the focus of this research. Meanwhile, the intensity variable is partially uncorrelated with academic procrastination as evidenced by the p value of $0.377 > 0.05$. The academic stress variable is partially correlated in a positive direction towards academic procrastination as evidenced by the correlation coefficient value of 0.543 and p value

< 0.001. [18] This means, if the students' academic stress level increase, the tendency for academic procrastination will also increase.

Variable	Correlation coefficient	p
Intensity and Academic Stress*Academic Procrastination	0,443	< 0,001
Intensity*Academic Procrastination	0,115	0,377
Academic Stress*Academic Procrastination	0,543	< 0,001

Table 4. Hypothesis Test Results

Based on the results of hypothesis testing, it can be stated that the hypothesis proposed in this research is accepted. This means that there is a simultaneous correlation between intensity variables and academic stress on academic procrastination. The results of another analysis found that the academic stress variable was partially correlated with academic procrastination. However, the intensity variable does not partially correlate with academic procrastination.

According to [19], several factors that cause academic procrastination behavior are pleasure-seeking or the urge to seek pleasure and tend to continue repeating these pleasurable conditions, in this case referring to the use of social media "Y". The other factors are, stress and fatigue, where individuals who intensely experience a series of problems and demands in life can trigger a feeling of stress. The greater the stress experienced, the reduced the ability to solve problems and can disrupt a regular lifestyle.

The results of this research are relevant to theory behaviorists who view that academic procrastination behavior arises because of the learning process. The learning process in question is in the form of other objects that provide rewards in the form of pleasant feelings compared to objects that are procrastinated, giving rise to academic procrastination behavior. [4] This means that students tend to choose activities that give them a pleasant feeling, such as surfing on social media "Y", rather than having to complete coursework that they feel is boring, which leads to procrastination behavior in completing their work. In this case, the object that gives rewards in the form of happy feelings to avoid unpleasant feelings is social media "Y". The unpleasant feelings felt by students are feelings of academic stress. Meanwhile, the object being procrastinated in this case could be college assignments and so on.

However, if it is not followed by academic stress factors, the intensity of social use does not correlate with academic procrastination. In this case, the use of social media "Y", was perceived by students as not being one of the reasons that causes students to carry out academic procrastination. The intention to use social media "Y" is only a small part of other activities that can provide a pleasant feeling as a diversion from feelings of academic pressure or stress. Apart from that, students feel quite high levels of academic stress which can have an impact on their mental or physical aspects such

as problems with their ability to concentrate, decreased problem-solving skills so that students tend to postpone or stop doing things they should be doing, for example completing coursework.

Several previous studies have supported these findings. For example, research by [8] in their study of students at Wiralodra University, Faculty of Islamic Studies, revealed a correlation between the intensity of social media use and academic procrastination, although with low strength. Other research, such as that conducted by [20], also found that the intensity of social media use contributed 15.2% in its influence on academic procrastination in students during distance learning.

Furthermore, in the context of the relationship between academic stress and procrastination, research by [21] shows that academic stress positively plays a role in academic procrastination, especially in students who are involved in practical cyberslacking. Similar findings were also revealed in research by [13] who found that academic stress has a positive correlation with academic procrastination, especially in students who face online learning during Covid-19.

4 Conclusion and Recommendation

Based on the results of this research, it can be concluded that there is a correlation simultaneous between the intensity of use of social media "Y" and academic stress on academic procrastination with an effective contribution of 44.3%. Psychology students with an age range of 19-22 years from "X" University in East Java, tend to use social media "Y" as a form of diversion from the pressure felt during the study period so that students tend to procrastinate or refuse to complete assignments.

Besides that, there is a partial positive correlation between the academic stress variable and academic procrastination, but there is no partial correlation between the intensity variable and academic procrastination. So, if students' academic stress levels increase, procrastination behavior tends to increase, and vice versa. However, this is not directly proportional to the intensity of use of social media "Y" towards academic procrastination.

The results of this research can be used as a reference for teaching staff to reconsider the level of stress felt by students, which is expected to be able to develop policies or ways to approach learning strategies by paying attention to the level of intensity of social media use and students' academic stress. Apart from that, for further research, it is hoped that further research will be carried out regarding other factors that cause academic procrastination, such as coping with stress students towards academic procrastination, which is not the focus of this research.

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