



INSTAGRAM SOCIAL MEDIA USE AND ACADEMIC PROCRASTINATION: A CORRELATION STUDY OF 2023 STUDENTS IN THE INTEGRATED LEARNING ENVIRONMENT COURSE

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Abstract

Instagram is among the most widely used social media platforms by students, offering features like Reels that may interfere with concentration and hinder academic performance. Preliminary studies show that students tend to use Instagram reflexively, especially when feeling bored or losing focus while completing academic tasks, which can trigger procrastination behavior. Although the association between Instagram usage and academic procrastination has been acknowledged, empirical investigations on this topic—especially within educational contexts—remain scarce. The present study seeks to explore the correlation between the intensity of Instagram usage and academic procrastination among students from the 2023 cohort enrolled in the Integrated Learning Environment course. Utilizing a quantitative correlational design, the study involved a sample of 102 students selected through a simple random sampling technique. Data collection was carried out using a questionnaire comprising two measurement scales: one assessing the intensity of Instagram use and the other measuring levels of academic procrastination. Data analysis was conducted using Pearson Product Moment correlation with SPSS version 25. The results show a correlation coefficient of 0.079 with a significance level of 0.430 ($p > 0.05$), indicating that there is no significant relationship between Instagram use and academic procrastination.

Keywords: Social Media; Instagram; Academic Procrastination

1. Introduction

Social media has become an integral part of modern society, serving as a means of entertainment, as well as a medium for communication, self-expression, and the dissemination of academic information. (*Digital 2024: 5 Billion Social Media Users - We Are Social Indonesia*, n.d.) noted that there are 4.95 billion social media users globally, covering approximately 61.4% of the world's population. In Indonesia, the number of users reached 139 million people or 49.9% of the total population (Kemp, 2022). One of the social media sites with the largest user base in Indonesia is Instagram, which reached 88.86 million active users in January 2024, with users predominantly coming from the 18–24 and 25–34 age groups (Napoleon, 2024). This shows that Instagram has become part of the daily routine, including among students. Instagram also continues to regularly update features to increase user engagement, such as the addition of Reels, interactive stickers, AI chatbots, and music sharing in Direct Messages (Business Insider, 2024 & Meta Newsroom, 2024). These features are designed to retain user attention and encourage continued interaction.

The widespread use of Instagram among students has the dual impact of providing benefits in terms of access to information and social networking, but also has the potential to disrupt concentration and academic productivity (Lisnawita et al., 2020). Instagram features such as feeds, stories, and Reels allow users to be continuously exposed to content indefinitely, which can distract from academic tasks and lead to procrastination (Zatrahadi & Salsabila,

2024). When used excessively, Instagram can also lead to addiction, characterized by difficulty controlling usage duration and anxiety when not accessing the app, which ultimately reduces study time and hinders the completion of academic assignments (Foroughi et al., 2022).

Use of Instagram regularly Excessive worry is feared to cause academic procrastination in students. This phenomenon raises concerns that Students who use Instagram excessively can be distracted from their academic responsibilities. Which can trigger procrastination behavior in completing academic tasks. Academic procrastination is the tendency of individuals to delay completing their tasks even though they are aware of the negative impact (Ferrari et al., 1995). Procrastination behavior is often triggered by various factors such as fear of failure, lack of motivation or difficulty in managing time, which can have a negative impact on the effectiveness of the learning process and reduce students' academic achievement (Nabila, 2023). One of the main impacts of procrastination is reduced learning efficiency. Students who frequently procrastinate tend not to study the material in depth. As a result, their understanding is limited, hindering academic achievement and reducing opportunities for achievement (Pratama et al., 2023). Meanwhile, procrastination also carries the risk of delaying assignment completion, which can reduce grades, hinder opportunities to receive useful feedback, and even result in failure to complete courses and decreased academic performance (Soraci et al., 2022).

Considering the results of a preliminary study conducted through interviews with several students in the Educational Technology Study Program, class of 2023, specifically those taking the Integrated Learning Environment course, an initial overview of social media usage patterns in the context of lectures was obtained. The preliminary study results showed that the majority of students actively use Instagram, even during breaks from studying. Several students stated that Instagram use tends to be reflexive, especially when experiencing boredom or losing focus on completing academic assignments. One student described this tendency as an activity that begins with the intention of viewing *update* friends in a short time, but ended up with prolonged use which caused delays in completing assignments. Another student explained that opening the feature. *Reels* it's often used as a form of escape when bored with assignments, but it actually creates distractions that make it difficult to regain focus on academic work. This demonstrates that Instagram serves more than just an entertainment platform; it also has the potential to trigger academic procrastination, a behavior that occurs unconsciously in students.

The phenomenon this aligns with the general public's perception that excessive social media use is associated with increased academic procrastination. The public tends to assume that excessive social media use leads to increased academic procrastination, and many even assume that social media is the primary cause of students' procrastination. However, this assumption has not been fully scientifically tested, because there is still a lack of research that specifically and empirically examines the relationship between Instagram use and academic procrastination, especially in certain learning contexts.

Several previous studies have found a significant relationship between the use of social media and the tendency towards academic procrastination in students. Studies conducted by (Achmad & Dewi, 2022) and (Neidi, 2019) show that high levels of social media use are associated with an increased tendency to procrastinate when completing academic assignments. However, both studies have limitations because the subjects only included final-year students writing their theses, so the findings cannot be generalized to describe procrastination tendencies in students attending regular lectures. This creates a research gap, especially for third-semester students who are still in the transition phase from early lectures

to more academically challenging courses that may have different procrastination dynamics. Furthermore, these studies did not specifically distinguish the types of social media platforms used, even though each platform has different characteristics and has the potential to have varying influences on learning behavior. For example, Instagram displays attractive visual content and is equipped with features such as *Reels*, *Stories* and *Feed* which is designed to intensively retain the user's attention.

Research by (Anwar et al., 2025) also highlighted the influence of smartphone use on academic achievement, but did not specifically identify the applications that most contributed to distraction and procrastination. Meanwhile, (Fauzan et al., 2022) supported a link between students' academic procrastination and the amount of time spent on social media, although the strength of the relationship was relatively low. These findings indicate that certain aspects have not been fully explored, particularly regarding the influence of a specific social media platform within a formal learning context. While these findings provide a broad understanding of the influence of digital technology on students' academic behavior, most studies are general in nature and have not focused on the influence of platforms like Instagram on academic procrastination.

In addition to these research gaps, course selection is also crucial in understanding the dynamics of academic procrastination. Integrated Learning Environment is a core course in the Educational Technology Study Program curriculum, aiming to equip students with a conceptual and practical understanding of designing and managing learning environments that support the achievement of learning objectives. This course requires students to actively analyze learning needs, develop contextual learning strategies, and complete project-based assignments both independently and collaboratively. These characteristics require concentration, high cognitive engagement, and good time management from each student. Therefore, in such conditions, any form of distraction, including excessive use of social media, has the potential to disrupt academic engagement and encourage procrastination.

Based on the relevance of the academic context, there are still research gaps that need to be filled through more specific empirical studies. The purpose of this study was to determine the relationship between the intensity of Instagram use and the tendency of academic procrastination in college students. The focus of the study was directed at students of the Educational Technology Study Program, class of 2023, taking the Integrated Learning Environment course. Through this study, it is hoped to gain a more specific understanding of the extent to which Instagram use influences academic procrastination behavior. Based on this objective, the hypothesis proposed in this study is that there is a positive and significant relationship between the intensity of Instagram use and college students' academic procrastination. Conversely, the null hypothesis (H_0) states that there is no significant relationship between the intensity of Instagram use and college students' academic procrastination.

2. Method

This research employed a quantitative approach with a correlational design, aimed at identifying and analyzing the relationship between the two variables under study. This approach allows researchers to objectively and systematically measure the correlation between variables using numerical data and statistical analysis techniques. Because a correlational

design is suitable for determining the strength and direction of the relationship between variables without manipulating specific variables, this design was chosen (Sugiyono, 2013).

The research population consisted of 138 students from the Educational Technology study program, graduating class of 2023 at Malang State University, who were taking the integrated learning environment course. 102 respondents were selected from the entire population for the research sample using the Slovin formula with a 5% error tolerance level. The sampling method used was *simple random sampling*, a simple random sampling method that ensures every individual in the population has an equal opportunity to be included in the sample. This technique was chosen to ensure proportional representation and avoid bias in sample selection (Subhaktiyasa, 2024).

For this study, a questionnaire was used to collect data. The research instrument consisted of two measurement scales: an Instagram social media intensity scale and an academic procrastination scale. Each scale contained two types of questions: positive (negative) and negative (negative), (*favorable*) and negative (*unfavorable*). The instrument is structured with 4 alternative answers, namely Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Very Not Appropriate (STS). The assessment for the favorable section is given a score of 4 to 1 sequentially, while for the unfavorable items, the scoring is done in reverse.

The two scales in this study were developed based on the theory and conceptual aspects of each variable. The Instagram social media intensity scale was created using the criteria proposed by Ajzen (2005), including attention, appreciation, duration, and frequency. The initial instrument designed to measure Instagram usage intensity consisted of 50 items. After validity testing, eight items were declared invalid and were subsequently eliminated from the final instrument. The second scale, the academic procrastination scale, was constructed according to the theoretical criteria described (Suriyah & Sia, 2007), namely: *Perceived Time, Intention-Action Gap, Emotional Distress, And Perceived Ability*. After the validity test was conducted, 10 items on the academic procrastination scale were dropped, leaving only 40 items as valid.

The Cronbach's alpha formula was used to conduct reliability tests in this study. Based on the analysis, the academic procrastination scale had a Cronbach's alpha value of 0.895, while the Instagram usage scale had a score of 0.908. Referring to the criteria presented by (Ghazali, 2011), an instrument is considered reliable if it has an alpha value > 0.70 . Therefore, both scales are said to be reliable and can be used to measure the variables of Instagram social media usage and academic procrastination.

The data analysis technique in this study was conducted in stages and systematically. The initial step included validity and reliability tests for each item in the instrument used for the two research variables. After that, normality and linearity tests were conducted to ensure that the data obtained met the basic assumptions of parametric statistical analysis. The normality test was used to determine whether the data were normally distributed, and this test in this study used the *Kolmogorov-Smirnov* with a significance level of 5%. Next, a linearity test was run to confirm whether there was a linear relationship between the independent and dependent variables. This test was analyzed based on the linearity and deviation from linearity values. Once the basic assumptions were met, a hypothesis test was run using a correlation test. *Pearson Product Moment* if the research data is normally distributed. The entire series of data analysis in this study was carried out with the help of SPSS version 25.

3. Results and Discussion

3.1 Result

For this study, descriptive analytical tests were used to characterize the data, including standard deviation, mean, minimum, and maximum values. The analysis was carried out using SPSS version 25 software. The results of the descriptive analysis are presented as follows:

Table 1. Descriptive Test of Research

	N	Minimum	Maximum	Mean	Std. Deviation
Use of IG social media	102	74	161	107.47	16.248
Academic Procrastination	102	90	160	116.46	13.943
Valid N (listwise)	102				

From the descriptive analysis results, it can be seen that the number of subjects involved in this study was 102 students. The results of the descriptive test on the academic procrastination variable were known to produce an average value (mean) of 116.46, Furthermore, the minimum value in this variable was 90, and the maximum value was 160, and the standard for this academic procrastination variable was 13,943.

In the Instagram usage variable, the average value (mean) can be seen as 107.47, after that, the minimum value is 74, and the maximum value is 161, and the standard deviation in the social media usage variable is 16,248. The following is the percentage distribution of all respondents' answers from the results of the analysis of Instagram social media usage data obtained in the field based on the category formula.

Table 2. Categorization of Instagram Social Media Usage

Category Shoes	Score Range	Frequency	Percentage (%)
Low	$X \leq 91$	13	12,78
Currently	$91 \leq X \leq 123$	82	78,43
High	$X > 123$	9	8,82
Total		102	100

Based on table 2. It is known that the results of the categorization of Instagram social media use by students of the class of 2023 show that as many as 82 students (78.43%) were in the moderate category with a score range of 91 to 123, which means that the majority of respondents used Instagram social media moderately and not excessively as a means of entertainment and communication. Meanwhile, 13 students (12.78%) were in the low category and as many as 9 students (8.82%) were in the high category. In addition, the following is the percentage distribution of all respondents' answers from the results of the analysis of student procrastination data obtained in the field based on the category formula.

Table 3. Categorization of Student Academic Procrastination

Category Shoes	Score Range	Frequency	Percentage (%)
Low	$X \leq 102$	14	13,73
Currently	$102 \leq X \leq 130$	77	75,49
High	$X > 130$	5	10,78
Total		102	100

Based on the results of the percentage distribution of the academic procrastination categories of students, data obtained showed that the majority of respondents had moderate to high levels of academic procrastination. A total of 77 students (75.49%) were categorized as moderate. This shows that almost half of the students experienced moderate levels of procrastination, who may have difficulty managing time to focus on studying, but did not experience excessive academic procrastination behavior. A total of 11 students (10.78%) were categorized as high. Meanwhile, 14 students (13.73%) were categorized as low with a score range of $X \leq 102$, which indicates that a small number of respondents showed low levels of procrastination and were able to manage their time better. Based on the explanation above, it can be concluded that the results of the academic procrastination category scores of students from the class of 2023 in the integrated learning environment course are included in the moderate category.

Then, to ensure data validity, prerequisite tests were run, consisting of normality and linearity tests. The normality test was conducted using the Kolmogorov-Smirnov method with IBM SPSS version 25.

Table 4. One -Sample Kolmogorov-Smirnov Test for Normality

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		102
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	14.12980218
Most Extreme Differences	Absolute	.085
	Positive	.085
	Negative	-.057
Test Statistic		.085
Asymp. Sig. (2-tailed)		.064 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The analysis begins with a normality test as part of meeting the assumptions of parametric statistics. Based on the decision-making criteria, data is categorized as normally distributed if the significance value exceeds 0.05 ($p > 0.05$). The results of the normality test utilize *Kolmogorov-Smirnov* shows a significance value of 0.064, which means the data meets the assumption of normality.

Table 5. Linearity Test

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Academic Procrastination * Social Media Use	Between Groups	(Combined)	7770.576	47	165.331	.713	.881
		Linearity	126.473	1	126.473	.545	.463
		Deviation from Linearity	7644.103	46	166.176	.717	.875
	Within Groups	12520.679	54	231.864			
	Total	20291.255	101				

The results of the linearity prerequisite test show that the significance value of 0.875 exceeds the significance limit of 0.05 ($p > 0.05$), then the conclusion is that the relationship between the two variables is linear. After all prerequisites are met, the analysis continues with hypothesis testing using the correlation method *Pearson Product Moment*. Details of the correlation test results are in Table 6 below.

Table 6. Correlation Test

		Correlations	
		Use of IG Social Media	Academic Procrastination
Use of Social Media	Pearson Correlation	1	.079
	Sig. (2-tailed)		.430
	N	102	102
Academic Procrastination	Pearson Correlation	.079	1
	Sig. (2-tailed)	.430	
	N	102	102

Based on the data shown in Table 6, the correlation test results obtained a significance value of 0.430, which is greater than 0.05 ($P < 0.05$). Based on these results, it can be concluded that there is no relationship between the variable of intensity of Instagram social media use and academic procrastination of students in the 2023 intake in the integrated learning environment course. Furthermore, to ensure consistent data results, the researcher conducted a hypothesis test to confirm the findings obtained. In addition, the close relationship between the two variables can be seen through the Pearson correlation coefficient value. According to (Sugiyono, 2017), interpretation of the correlation coefficient can be done by referring to the score range presented in Table 7 below:

Table 7. Interpretation of Correlation Coefficient

Correlations	
Coefficient Interval	Criteria
0,00-0,199	Very Low
0,20-0,399	Low
0,40-0,599	Strong Enough
0,60-0,779	Strong
0,80-1,000	Very strong

Based on Table 7, it can be seen that the Pearson Correlation (r) value for both variables is 0.079. This means that when viewed in the correlation coefficient interpretation table, this value indicates that the Instagram usage variable and the academic procrastination variable have a very low relationship. Furthermore, there is no negative indication in the correlation test. Pearson Product Moment, which shows that the research variables have a positive relationship with each other.

3.2 Discussion

This study aims to determine the relationship between the intensity of Instagram use and academic procrastination among 2023 students in the Integrated Learning Environment course. The results of the correlation analysis showed that the correlation coefficient value was 0.079 with significance ($p > 0.05$), which stated that no significant relationship was found between the two variables. This very low level of relationship indicates that Instagram use does not have a significant relationship with students' tendency to procrastinate academic tasks in the context of the Integrated Learning Environment course. Therefore, the alternative hypothesis (H_1) stating that there is a relationship between Instagram use and academic procrastination in students of the class of 2023 in the Integrated Learning Environment course is rejected, and the null hypothesis (H_0) is declared accepted.

A study involving 102 students from the class of 2023 in the Integrated Learning Environment course showed no relationship between Instagram use and academic procrastination. This finding aligns with that of (Destiana & Kristiana, 2016), who stated that there was no significant correlation between students' social media use and their procrastination behavior in academic assignments and completing their assignments in the thesis course. This shows that although the general perception often views social media use as a cause of procrastination, in reality, it is not the main factor driving students to engage in academic procrastination.

Based on the results of descriptive analysis of the Instagram usage variable, it shows that the majority of students, namely 82 people (80.39%), are categorized as moderate users. This indicates that students generally use Instagram in an active intensity, but not excessively. A total of 11 students (10.78%) are in the low usage category, indicating good time management and self-control over digital distractions. Meanwhile, only 9 students (8.83%) are classified as high.

Based on the results of the Instagram usage category, it shows that although students are classified as active in using Instagram, the intensity of use is still within controllable limits. In terms of duration and frequency, Instagram use has not reached a level that can be classified as excessive or addictive. In this context, referring to Ajzen's theory (2005), the aspects that serve as references include attention, appreciation, intensity, duration, and frequency of use, which do not seem strong enough to explain the tendency for procrastination to emerge. Students may pay attention and experience emotional involvement when using Instagram, but the frequency and duration aspects of use are still moderate, indicating that this activity has not significantly disrupted their academic focus or responsibilities.

Meanwhile, regarding the academic procrastination variable, 77 students (75.49%) were categorized as moderate. This finding indicates that the majority of students procrastinate

while completing their assignments, although not yet at a stage that seriously impairs academic performance. Fourteen students (13.73%) were categorized as low, indicating good self-regulation skills and intrinsic motivation. Meanwhile, 11 students (10.78%) were categorized as high, at risk of experiencing academic obstacles if they do not receive adequate support (Putri et al., 2023). Statistical results show a minimum procrastination score of 90 and a maximum of 160, with an average of 116.46 and a standard deviation of 13.94. This average indicates that the majority of students are at a moderate level of procrastination, indicating that procrastination behavior is not enough to significantly impair their academic performance.

Descriptive analysis results indicate that both the intensity of Instagram use and the level of academic procrastination among students are generally moderate. This indicates that although students use Instagram frequently, they maintain good time management and prioritize their academic tasks. Research conducted by (Pertiwi, 2020) revealed that good time management skills play a significant role in reducing academic procrastination, even when students are exposed to external distractions such as social media. Research (Sadiq et al., 2025) and (Steel, 2007) also emphasizes that procrastination is more influenced by internal factors such as self-discipline and perfectionism, rather than solely by social media exposure.

The learning design in the Integrated Learning Environment course also plays a significant role in reducing procrastination. Lecturers in this course actively provide weekly recaps of assignment submissions, helping students monitor their academic progress. This deadline creates a heightened sense of time awareness, encouraging students to complete assignments more promptly. This aligns with (Zatrahadi & Salsabila, 2024) statement that procrastination in first- to sixth-semester students does not have an immediate negative impact because deadlines help them complete assignments on time. Although procrastination reduces the quality of assignments and potentially lowers grades, it can also lead to a reduction in student achievement.

In addition, peer review (*peer assessment*) provides constructive social pressure, where students are accountable not only to the lecturer but also to their classmates. This social pressure encourages students to take full responsibility for assignments from the start and avoid procrastination. Theoretically, this relates to two aspects of (Ferrari et al., 1995) theory: *perceived time* And *intention-action gap*. Aspect *perceived time* describes the tendency of procrastinators who have difficulty calculating how long academic tasks will take to complete, often focusing more on the present moment and ignoring deadlines, resulting in failure to meet deadlines in completing assignments. Although the students in this study actively used Instagram, they still demonstrated an awareness of deadlines, allowing them to manage their time efficiently and complete assignments on time despite social media distractions.

Next, the aspect *intention-action gap* refers to the difference between intention and action. Although students intend to complete academic assignments, they often procrastinate. This often occurs as deadlines approach, which actually encourages students to complete assignments more quickly. Research by Ellis and Knaus (*Ghufron, M. Nur, Dkk. (2010)*) explains academic procrastination from a cognitive-behavioral perspective. Irrational beliefs, such as misperceptions of the task as unpleasant and difficult, are the reasons for this procrastination. These irrational beliefs trigger procrastination, however, procrastination tends to decrease as the deadline approaches. Students who initially procrastinate become more productive as the deadline approaches, despite prior procrastination. (Solomon & Rothblum, 1984) also noted that despite procrastination, students who are aware of deadlines are more alert and efficient

in completing assignments. This suggests that while academic procrastination is common, it can be managed with time awareness and effective time management.

Therefore, a structured and accountable learning design in the Integrated Learning Environment course plays an important role in reducing students' academic procrastination. Although students remain active on Instagram, a well-planned learning structure and consistent evaluation mechanisms allow them to stay focused and responsible in completing their assignments. This finding is in line with (Balios et al., 2024)- who showed that there was no significant relationship between social media addiction and academic procrastination behavior in 11th-grade high school students. The study highlighted that factors such as poor time management, low learning motivation, high academic pressure, and the absence of structured learning strategies were shown to have a greater influence on the emergence of academic procrastination than how often students use social media. Based on these findings, it can be concluded that although social media such as Instagram is often considered a distraction that has the potential to hinder academic productivity, in reality social media is not the main factor causing academic procrastination.

4. Conclusion

Based on the results of the data analysis and discussion, it is concluded that there is no significant relationship between the intensity of Instagram use and academic procrastination behavior of 2023 students in the Integrated Learning Environment course, as indicated by the correlation coefficient value of 0.079 with a significance of 0.430 ($p > 0.05$), therefore the alternative hypothesis in this study is rejected. The majority of students are in the moderate category both in terms of Instagram use and procrastination tendencies, which indicates that moderate social media use does not directly contribute to academic procrastination behavior. This finding suggests that the common perception linking social media as the main cause of academic procrastination is not fully proven, because internal factors such as self-discipline, time management, and structured learning design support are more influential in shaping students' academic behavior. Therefore, efforts to improve learning effectiveness should be focused on strengthening self-regulation and time management skills, rather than simply limiting social media use.

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