THE EFFECT OF INTENSITY USE OF SOCIAL MEDIA ON STUDENT ACADEMIC PROCRASTINATION

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Abstract. This study aims to determine the effect of the intensity of social media use on academic procrastination of Muhammadiyah University students of Palangkaraya. The research method used is quantitative. The population of this study was 2714, while the sample was 349 students. Data collection techniques were carried out by distributing questionnaires to students. Statistical testing using multiple linear regression analysis. The results of the study indicated that the significance value is 0.013 <0.05, so it can be concluded that there is a significant influence on the intensity of social media use on academic procrastination of Muhammadiyah University students of Palangkaraya.

INTRODUCTION

Formal education such as in tertiary institutions has an important role to produce individuals who are independent, dignified, tough, and creative. Realizing oneself to be an independent, creative, tough and dignified individual is not easy, there are many learning processes that must be passed. While studying in formal educational institutions, whether students or students, will not be separated from having to do study assignments (Qomari, 2015). Likewise, students as subjects who study in higher education will of course be faced with routine learning activities, carrying out assignments from lecturers, and so on. The large number of tasks and activities carried out by students means that good time management skills are needed so that all activities can run well (Chotimah & Nurmufida, 2020).

The process of working on and completing assignments is certainly not easy, sometimes many challenges and problems are experienced by students. Problems faced by students can be in the form of academic problems and non-academic problems. Academic problems are related to learning methods, learning planning and the process of adapting to new rules. While non-academic problems are related to adjustment to the campus environment, technological developments, difficulties in finding friends, self-development, and personal problems involving social problems, conflicts with friends and family.

Not all students have the ability to organize themselves well. Many students complain about not being able to divide their time properly, when to start and do something, so they tend to delay doing assignments (Avico & Mujidin, 2014; Ghufron & Risnawati, 2010). Students' lack of skill in managing time in lectures tends to result in delays in academic assignments (Basri, 2018). The behavior of delaying assignments in the academic world is called academic procrastination.

Academic procrastination is a delay in starting or completing student academic assignments for a certain period of time or until the deadline (Stussi et al., 2019). Academic procrastination is voluntarily postponing the intended study-related action even though it hopes it will get worse because of the delay (Steel & Klingsieck, 2016). Academic procrastination can be defined as a tendency to put off desired academic tasks, even though this can lead to negative consequences (Simpson & Pychyl, 2009; Steel, 2007). Academic procrastination was also associated with missing deadlines for turning in assignments, delaying taking independent quizzes, claiming exam anxiety, and receiving low course grades (Balkis, 2011; Ferrari et al.,

1998; Hen & Goroshit, 2014). It is not surprising that students who procrastinate have poor academic performance as they are more likely to put off completing assignments and preparing for exams at the last minute (Balkis & Duru, 2017). Procrastination academic is understood as a habitual behavior ineffective and leaning towards negative in procrastination work. The procrastination a prolonged course can be annoying individual productivity and can interfering with individual conditions psychic (Muyana, 2018).

There are several characteristics of procrastination academic include: 1) delay in starting or completing tasks faced; 2) delay carry out a task; 3) gaps the time between the plan and actual performance; 4) do more other activities fun than doing the task to be done (Ferrari et al., 1995). The specifications of academic procrastination are specific behaviors that include: (1) behavior that involves an element of delay both when starting and completing a task; (2) produce further consequences, such as delays in completing assignments, or failure to complete tasks; (3) involving a task that is perceived by the perpetrator of procrastination as an important task to be carried out, for examples office, school or household tasks; (4) produce unpleasant emotional states, for example, feelings of anxiety, panic, guilt, anger and so on (Ferrari et al., 1995).

Academic procrastination among students occurs a lot procrastination activities, such as making papers or writing, delaying study assignments for exams, reading assignments, the performance of academic assignments, and attending lectures. One of the factors that causes this to happen is the intensity of smartphone use, especially access to social media. The intensity of using social media is a quantitative measure of how long, how often and how concentrated a person is in using social media (Larasati & Sunarto, 2016). According to research from Handika, et al, students are one of the groups of active social media users as well as the most age group of social media users. Based on the survey results, social media users reached a percentage of 89.7% in the group of students who were mostly 18-25 years old. Bigger when compared to other groups (Fauzan et al., 2022). Social media is online media that allows users to participate, share and create content on it (Cahyono, 2020). It can be said that social media is a medium for social interaction between people in producing, sharing, and exchanging information which includes ideas and various content in virtual communities. The intensity of social media use is the quantity of a person's attention and interest in using social media seen from the depth or strength of using social media (Al Aziz, 2020).

The concept of fulfilling needs in social media includes two indicators, namely the quality and quantity of the intensity of social media use (Olufadi, 2016). The intensity aspect of using social media can be seen in the depth of attention and appreciation when using social media as well as the amount of duration and frequency of using social media. A person is said to be procrastinating if he shows characteristics including fear of failure, impulsiveness, perfectionism, passivity, lack of self and time management, low motivation to learn, has a fairly weak learning strategy and procrastinates so that it exceeds the deadline (Steel & Klingsieck, 2015). Procrastination in academic tasks can also be caused by individuals who cannot control the use of internet-connected smartphones, including the use of social media.

Research on the intensity of smartphone use on academic procrastination shows that excessive smartphone use can affect student academic procrastination (Syifa, 2020). In addition, learning motivation can also affect academic procrastination, with high learning motivation, academic procrastination behavior can be minimized (Wahyuningtyas & Setyawati, 2021). The intensity of social media use can also affect students' mental health. The results of the study show that the intensity of social media use has a social impact on adolescents, namely the emergence of mental health disorders in the form of apathy. The higher level of intensity of social media use, the more apathetic the attitude of adolescents (Pratama & Sari, 2020). Other research on the relationship between the intensity of social media use and the level of student self-confidence shows a significant negative correlation between the level of self-confidence and the intensity of using WhatsApp social media among students. The higher a person's level of self-confidence, the lower the intensity of the person using WhatsApp social media (Annisa et al., 2020). Slightly different from other research, this research focuses on seeing how far the influence of the intensity of social media use including Instagram, YouTube, WhatsApp, and so

on has on student academic procrastination from early semester students to final semester students and holistic research results.

This phenomenon of academic procrastination occurs in college students and has been going on for decades (Ying & Lv, 2012). Based on the results of observations and interviews with several PGSD students, shows that some of the students have experienced academic procrastination such as delaying doing coursework, delaying studying before exams, and sometimes choosing to do things that are more fun and not related to their assignments, such as walking. -going to the mall, excessive use of smartphones, being busy online on social networks, hanging out without a time limit, playing games without limits, and so on. In addition, many students always use the overnight speeding system on the day approaching the final submission of assignments, so this results in less than optimal results.

Based on the background of the problems above, it is important to research academic procrastination. Researchers are interested in knowing how much influence the intensity of social media use has on student academic procrastination. The results of this study are expected to be used as information for college counselors as a reference in efforts to help students develop abilities in the academic field, help students overcome factors that can hinder the achievement of optimal academic results, and minimize student academic procrastination.

METHODS

This research was conducted at the Muhammadiyah University of Palangkaraya, Central Kalimantan. This research is quantitative research (Sugiyono, 2013). The research design is described as follows (Figure 1).
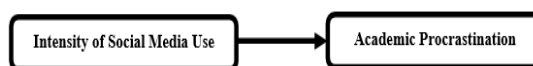

Figure 1. Research Model

The population of this study was 2714 active students at the Muhammadiyah University of Palangkaraya. Sampling using random sampling technique with the Slovin formula. So, the number of samples used was 349 students of the Muhammadiyah University of Palangkaraya. The data collection instrument was to use a questionnaire on the intensity scale of social media use and academic procrastination. The data analysis technique used in this study is linear regression analysis.

RESULT AND DISCUSSION

This research instrument was tested using Confirmatory Factor Analysis (CFA). In CFA, the instrument is considered valid if the value is > 0.50 (Hair et al., 2014). The Kaiser Meyer - Olkin test (KMO) is used to see whether or not an instrument is feasible. If the index value is high (range 0.5 to 1.0), the factor analysis is feasible. Meanwhile, if the value is below 0.5, factor analysis cannot be carried out (Ghozali, 2013).

Table 1. KMO test and Bartlett's Test of Sphericity

Variable	Kaiser Meyer – Olkin (KMO)	Bartlett's Test of Sphericity (Sig.)
intensity of social media use	.664	0.000
academic procrastination	.777	0.000

Table 1 shows that the Kaiser Meyer–Olkin test (KMO) for the intensity variable of social media use is 0.664 with a significance value of 0.000. The Anti-image Matrices correlation table shows that 3 of the 8 items analyzed have a value of less than 0.5 so they are considered invalid. The results of this validity also produce 2 factors. Therefore, the number of items that deserve further investigation is 5 items.

Table 1 shows that the Kaiser Meyer–Olkin test (KMO) for the PAM variable is 0.777 with a significance value of 0.000. The Anti-image Matrices correlation table shows that the 16 items analyzed have a value of more than 0.5 and produce 4 factors. Of the 16 items, there were 2 items that were invalid, so they could not be analyzed further. Then the number of items that deserve further research is 14 items.

Table 2. Reliability Test

Variable	Normal Limit	Cronbach's Alpha Value	Information
intensity of social media use	.70	.756	Reliable
academic procrastination	.70	.845	Reliable

After testing the validity, the next step is to test the reliability. Table 2 shows that Cronbach's Alpha value of the two variables exceeds the normal limit of 0.70, so the three variables are considered reliable.

The classical assumption test was also carried out in this study. This test is carried out after the validity test and reliability test but before the regression test. The classic assumption test in this study is divided into four, namely the normality test, linearity test, multicollinearity test, and heteroscedasticity test. The normality test in this study yielded a significant value of 0.177 (Table 3). The linearity test in this study is indicated by the Deviation from Linearity (DfL) value. The DfL of the variable intensity of social media use is 0.665.

The multicollinearity test is shown in the Tolerance and VIF columns. Tolerance and VIF on the intensity variable of social media use are 0.665 (Tolerance). The heteroscedasticity test for the intensity variable of social media use is 0.539. The results of the classical assumption test indicate that the data in this study passed the classical assumption test so that it could be continued with the regression test.

After testing the validity, reliability, and classic assumption tests, the researcher entered the next stage, namely testing the hypothesis. Table 4 shows that the significant value of the variable intensity of social media use is 0.013. From these results, it can be concluded that there is a significant influence on the intensity of social media use on academic procrastination.

Based on the calculation results in Table 4, that the effect of the intensity of social media use on Student Academic Procrastination with a significance level of 5%, it can be seen that the t count is -2,503 with a significance value of .013, because the significance value (p) <0.05, the first hypothesis which reads "There is an influence of the intensity of the use of social media on academic procrastination of Muhammadiyah University students of Palangkaraya" is accepted.

Table 3. Classic Assumption Test

Variable	Normality	Linierity	Multicollinearity		Heteroscedasticity
	Sig.	Deviation from Linearity	Tolerance	VIF	Sig.
intensity of social media use	.177	.665	.889	1.125	.539

Table 4. Regression analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	intensity of social media use	-.221	.088	-.133	-2.503	.013

a. Dependent Variable: academic procrastination

Based on the results in Table 4, the effect of the intensity of social media use on Student Academic Procrastination with a significance level of 5%, it can be seen that the t count is -2,503 with a significance value of .013, because the significance value (p) <0.05, the first hypothesis which reads "There is an influence of the intensity of the use of social media on academic procrastination of Muhammadiyah University students of Palangkaraya" is accepted.

Some people see procrastination as a negative behavior. People who procrastinate are considered not to care about the quality of the task and have lower cognitive abilities than their group. procrastination or procrastination can be associated with anxiety and fear of failure. Procrastination is considered an obstacle for students in achieving academic success because it can reduce the quality and quantity of learning, increase stress levels, and have a negative impact on student life (Ferrari & Tice, 2000). The impact that occurs due to academic procrastination is often not a special concern for some students.

The emergence of academic procrastination in students is predicted not to just happen, but there are underlying causes. Ferrari, Johnson, & McCown (1995) state that the causes of procrastination behavior are: 1) The existence of irrational thoughts from procrastinators, namely the assumption that a task must be completed perfectly. 2) There is anxiety because of his ability to be evaluated, fear of failure, and difficulty making decisions, or because he needs help from others to do his job. 3) Lazy and having difficulty managing time and do not like the task. 4) The existence of punishment and reward can also cause procrastination so people feel safer if they don't do it immediately because it can produce something that is not optimal. 5) The existence of environmental factors, namely the lack of observation from the environment such as the family or the school environment also causes a person to procrastinate. 6) In addition, procrastination is caused by tasks that have piled up, too many, and must be done immediately, so delays in one task can cause other tasks to be delayed (Ferrari, Johnson & McCown, 1995).

Individuals' ability to carry out academic tasks is often influenced by the beliefs they have. In this case, belief is included in the student's self-concept, namely how students perceive their ability to complete academic assignments. As for overcoming academic procrastination, it requires focusing attention on an object, of course, it requires full concentration. If it is not fulfilled then it will bring up difficulties to concentrate due to disturbances from various factors, both internal and external factors. Another important thing is that students' ability to manage time tends to be the biggest contributor to student academic procrastination. Good time management can reduce procrastination behavior because it focuses on work targets that are completed on time.

The intensity of using social media is a quantitative measure of how long, how often, and how concentrated a person is in using social media. As it is known that the advancement of technology and information in this era is growing rapidly. Indonesia is listed as a country that has the fourth largest smartphone users after China, India, and America (Ramaita et al., 2019). For students, the intensity of smartphone use is generally more on accessing online games and social media that have nothing to do with the academic world (Muflih et al., 2017). The tendency of addiction to accessing social media outside of its relation to academic content in adolescents, especially students, is very high. Evidenced by the intensity of the average time spent accessing smartphones in Indonesia, which is around 2 hours 30 minutes every day or even more. The use of smartphones can positively impact student learning success and vice versa (Syifa, 2020).

This study shows that the intensity of social media use significantly influences students' academic procrastination behavior. In line with previous research that the higher the intensity of social media use, the more it has an impact on delays in carrying out academic assignments, the lower a person's self-confidence level, and can also affect student learning success (Annisa et al., 2020; Syifa, 2020). The more time spent surfing social media that is not related to academic content, the more academic procrastination behavior will increase. The excessive intensity of using social media can distract from the obligation to complete student academic assignments and responsibilities. It is proven by the results of this study, that the intensity of social media use affects student academic procrastination.

CONCLUSSION AND SUGGESTION

Based on the results of the research and discussion that has been described, the significance value of the intensity of social media use on student academic procrastination is 0.013 <0.05, it can be concluded that there is a significant influence of the intensity of social media use on academic procrastination of students at Muhammadiyah University of Palangkaraya. The suggestions in this study are that students can use social media not only for entertainment but also for education and to increase knowledge and have good self-control in dividing study time and doing assignments.

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