

## SOCIAL MEDIA ADDICTION, SELF-REGULATED LEARNING, AND ACADEMIC PROCRASTINATION: A MEDIATION ANALYSIS

**Nurmaidah**

Faculty of Economics and Business, Universitas Negeri Jakarta, Indonesia

Email: nurmaidah.fe@gmail.com

**Marsofiyati**

Faculty of Economics and Business, Universitas Negeri Jakarta, Indonesia

Email: marsofiyati@unj.ac.id

**Christian Wiradendi Wolor**

Faculty of Economics and Business, Universitas Negeri Jakarta, Indonesia

Email: christianwiradendi@unj.ac.id

### ABSTRACT

This study aims to examine the influence of social media addiction (X) on academic procrastination (Y) with self-regulated learning (Z) as a mediating variable among students of Public Vocational High School (SMKN) 1 Bogor. This research employed a quantitative approach using a survey method. The population consisted of 206 students in X and XI grade. The sample of 134 students was selected using the Isaac and Michael formula through proportional stratified random sampling. Data were analyzed using SmartPLS 4.1 with the Structural Equation Modeling–Partial Least Squares (SEM–PLS) technique, which includes analysis of the measurement model (outer model), structural model (inner model), and hypothesis testing. The results of the study indicate that (1) social media addiction positively influences academic procrastination, (2) social media addiction negatively influences self-regulated learning, (3) self-regulated learning negatively influences academic procrastination, and (4) there is an indirect effect of social media addiction on academic procrastination through self-regulated learning as a mediating variable.

**Keywords:** Academic procrastination, Self-regulated learning, Social media addiction

### ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh adiksi media sosial (X) terhadap prokrastinasi akademik (Y) dengan *self-regulated learning* (Z) sebagai variabel mediasi di kalangan siswa SMK Negeri 1 Bogor. Pendekatan yang digunakan adalah pendekatan kuantitatif dengan metode survei. Populasi dalam penelitian ini mencakup seluruh siswa kelas X dan XI SMK Negeri 1 Bogor yang berjumlah 206 orang. Sampel diambil menggunakan rumus Isaac dan Michael dengan teknik *proportionate stratified random sampling*, sehingga diperoleh 134 responden. Analisis data dilakukan menggunakan perangkat lunak SmartPLS 4.1 dengan teknik *Structural Equation Modeling–Partial Least Square* (SEM–PLS), yang mencakup analisis model pengukuran (*outer model*), model struktural (*inner model*), dan pengujian hipotesis. Hasil penelitian menunjukkan bahwa (1) adiksi media sosial berpengaruh positif terhadap prokrastinasi akademik, (2) adiksi media sosial berpengaruh negatif terhadap *self-regulated learning*, (3) *self-regulated learning* berpengaruh negatif terhadap prokrastinasi akademik, dan (4) terdapat pengaruh tidak langsung antara adiksi media sosial terhadap prokrastinasi akademik melalui mediasi *self-regulated learning*.

**Kata kunci:** Prokrastinasi akademik, *Self-regulated learning*, Adiksi media sosial

**INTRODUCTION**

Education plays an important role in developing individual potential through the values and norms that apply in society. Schools, as one of the formal educational institutions organized by the government, strive to realize national education following Law Number 20 of 2003 concerning the National Education System. To achieve this goal, every student must go through a long and challenging learning process. One important component of this process is the completion of assignments. Djamarah (in Tanaya, 2017) states that during formal education, students or university students are always faced with the obligation to complete various assignments. However, in practice, there are still students who frequently procrastinate in completing assigned tasks. Solomon & Rothblum (in Bakri, 2021) suggest that students procrastinate for various reasons, such as engaging in less beneficial or more enjoyable activities, thereby hindering task completion. This behavior of delaying tasks is referred to as academic procrastination.

Academic procrastination is the tendency to delay the completion of academic tasks, even though the individual is aware of the negative consequences (Efandi et al., 2025). Unbeknownst to them, this behavior can hurt students' academic performance and emotional well-being. Based on these findings, researchers also observed a similar phenomenon in the preliminary study, where some students still had difficulty managing their time effectively, as evidenced by delays in submitting assignments. To confirm this, the researcher conducted a pre-study by distributing a questionnaire to 30 respondents. Table 1 shows that 72% of students exhibit a high tendency toward procrastination, while the remaining 28% exhibit a low tendency toward procrastination. This indicates the need for further exploration of the factors influencing the tendency toward academic procrastination, particularly among students in the Office Management and Business Services (MPLB) program at Public Vocational High School (SMKN) 1 Bogor.

Table 1. Pre-Research Academic Procrastination

No	Pre-research	Yes	Percentage	No	Percentage
1	I have procrastinated on work or academic assignments until the deadline was approaching.	24	80%	6	20%
2	I feel lazy doing my academic assignments because there are too many of them.	20	66,7%	10	33,3%
3	I have felt stressed or anxious because of procrastinating on academic tasks.	27	90%	3	10%
4	I find it difficult to start working on academic assignments that I have been putting off.	15	50%	15	50%
<b>Total</b>		<b>86</b>	<b>72%</b>	<b>34</b>	<b>28%</b>

Ferrari et al. (1995) state that academic procrastination can be caused by internal and external factors. One factor that deserves special attention is the use of social media. With the development of information technology, social media has become an integral part of teenagers' lives. Many students are more interested in following content on social media than focusing on their studies, which aligns with the reason for delaying tasks due to substitute activities such as social media use. According to data by Databoks.katadata.co.id (2020) (Figure 1), the age group of 13–24 years old is recorded as the second and third highest users of social media in Indonesia. The high rate of social media use among teenagers, who are generally still in school, indicates that teenagers are a group vulnerable to various negative impacts such as decreased concentration, motivation to learn, academic productivity, and academic procrastination. Based on the results of preliminary research, it was found that some students at SMKN 1 Bogor tend to use social media for a considerable amount of time each day, in detail 33.3% of students access social media for 3–6 hours per day. This exceeds the recommended ideal time limit of 2–3 hours per day to maintain emotional and psychological balance.

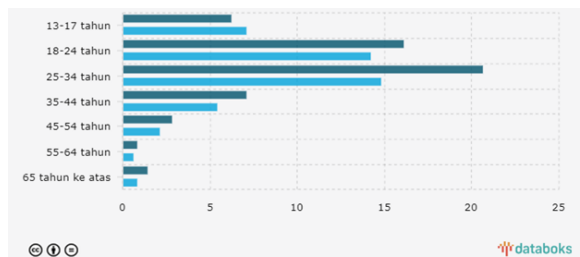


Figure 1. Social Media User Statistics Based on Age in Indonesia  
Source: Databoks.katadata.co.id (2020)

Research by Ernawati (2024) revealed that students using social media for more than two hours daily are at a higher risk of experiencing mental health problems. Similarly, a study by Riehm et al. (2019), which shows that teenagers who use social media for more than 3 hours per day are at a higher risk of internalized mental health issues such as anxiety and stress, which can ultimately contribute to increased academic procrastination behaviours. Therefore, the use of social media among teenagers needs to be monitored. According to Strasburger (2011), adolescents are advised to limit their social media use to a maximum of 2 hours per day.

However, not all students who intensively use social media exhibit procrastination behaviours. This indicates the presence of other factors influencing the relationship between social media addiction and academic procrastination. One such factor is self-regulated learning ability. Self-regulation, or self-control, is considered a crucial factor in determining an individual's ability to manage and control themselves. In this context, self-regulated learning has the potential to serve as a mediating variable bridging the influence of social media addiction on academic procrastination. Students who can effectively manage their learning strategies are more likely to remain focused on their academic responsibilities even while actively using social media. Conversely, students with low self-regulated learning are more easily distracted by social media and ultimately procrastinate on tasks that should be completed on time.

Previous studies have demonstrated the complexity of the relationship between academic procrastination, social media addiction, and self-regulated learning. Previous studies conducted by Usop & Astuti (2022) and Latipah et al. (2021) found a positive and significant relationship between self-regulated learning and the intensity of social media use on academic procrastination. In addition, research by Yaningsih & Fachrurrozie (2019) showed that self-regulated learning can moderate the influence of the frequency of social media use on academic procrastination, meaning that with self-regulation skills, the negative effects of social media use on academic procrastination can be minimized. However, these studies have yet to explore in depth the specific mechanisms through which self-regulated learning influences the relationship between social media use and academic procrastination, particularly in diverse educational contexts or among different student populations, especially in the context of vocational students who have different learning characteristics compared to high school students or students. This research is expected to contribute to a more comprehensive understanding of how digital behaviours, particularly social media use, impact students' academic outcomes specifically within the context of vocational education. Therefore, this study aims to examine the influence of social media addiction (X) on academic procrastination (Y) with self-regulated learning (Z) as a mediating variable among Public Vocational High School students.

## LITERATURE REVIEW

### The Influence of Social Media Addiction on Academic Procrastination

Social media addiction is a condition in which individuals use social media excessively, leading to negative effects on their behavior, one of which is academic procrastination.

Excessive use of social media can trigger addiction and dependence, making individuals less able to manage their time effectively. Previous studies conducted by (Apriany et al., 2023; Nadarajan et al., 2023; Putri et al., 2023) found a positive correlation between social media addiction and academic procrastination, where an increase in the intensity of social media addiction is directly proportional to an increase in the tendency to postpone academic tasks.

### **The Influence of Social Media Addiction on Self-Regulated Learning**

Uncontrolled use of social media is characterized by an individual's inability to resist the urge to continuously access social media over an extended period, as well as a lack of control in regulating its use. This condition ultimately hinders the learning process. Therefore, the presence of self-regulated learning plays a crucial role as a mediator that can assist individuals in effectively managing their learning skills. Research conducted by (Anggreani, 2018; Azizah & Muslikah, 2021; Simanjuntak, 2018) shows that the greater the addiction to social media use, the lower the self-regulated learning ability of students. Conversely, the less students use social media, the higher their self-regulated learning ability in managing their learning. These findings indicate a significant negative correlation between social media addiction and self-regulated learning.

### **The Effect of Self-Regulated Learning on Academic Procrastination**

Self-regulated learning refers to an individual's ability to plan, manage, and monitor their learning process independently, including managing the time needed to complete tasks in accordance with set deadlines. When individuals have good self-regulated learning skills, they can set priorities and allocate time efficiently, so that every activity they do is meaningful and not wasted. This ability can help avoid procrastination. Various studies (Abdullah et al., 2024; Nurhayati, 2023; Rizkyani et al., 2021; Santika & Sawitri, 2016) show that students with high self-regulated learning abilities tend to be able to control academic procrastination. This indicates that the higher a person's self-regulated learning, the lower their academic procrastination behavior. Conversely, if a person's self-regulated learning is low, their academic procrastination behavior tends to increase. The results of this study prove a significant negative relationship between self-regulated learning and academic procrastination, indicating that an increase in self-regulated learning is inversely proportional to the level of academic procrastination.

### **The Influence of Social Media Addiction on Academic Procrastination through Self-Regulated Learning**

Excessive social media addiction has a negative impact on individuals' skills in managing self-regulated learning, which ultimately increases the tendency to engage in academic procrastination. In this case, self-regulated learning acts as a significant mediating variable in the relationship between social media addiction and academic procrastination behavior. This aligns with findings from studies conducted by (Eissa & Khalifa, 2020; Latipah et al., 2021; Özyer & Altınsoy, 2023; Tarigan et al., 2024), which indicate a negative correlation between self-regulated learning and social media addiction as well as academic procrastination. This suggests that self-regulated learning ability can play a role in reducing the negative impacts of social media addiction and academic procrastination. Individuals with good self-regulated learning tend to have lower levels of social media addiction and academic procrastination. Conversely, those with low self-regulated learning tend to have higher levels of social media addiction and academic procrastination.

Based on the literature review, the formulation of the hypothesis in this study is as follows (Figure 2):

H<sub>1</sub>: There is a positive influence between social media addiction and academic procrastination.

H<sub>2</sub>: There is a negative influence between social media addiction and self-regulated learning.

H<sub>3</sub>: There is a negative influence between academic procrastination and self-regulated learning.

H<sub>4</sub>: Self-regulated learning mediates the influence of social media addiction and academic procrastination.

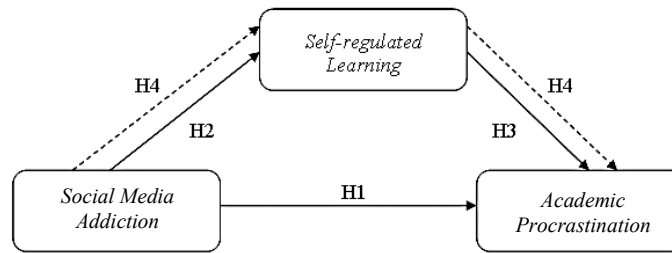


Figure 2. Hypothetical Research Model

**METHOD**

This study employed a quantitative approach with a survey design. The population consisted of 206 students in grades X and XI enrolled in the Office Management and Business Services (MPLB) program at SMKN 1 Bogor. Using the Isaac and Michael formula at a 5% error margin, a sample of 134 students was selected. Data were collected through a questionnaire utilizing a five-point Likert scale, measuring three variables: (1) Social Media Addiction (X), with indicators including delay in initiating tasks, slowness in completing assignments, discrepancy between planning and performance, and a tendency to engage in unrelated activities; (2) Self-Regulated Learning (Z), including metacognition, motivation, and behavior; and (3) Academic Procrastination (Y), with indicators such as salience, tolerance, withdrawal, mood modification, conflict, and relapse. Prior to data collection, the instrument was tested for validity and reliability. Data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS 4.1, including evaluations of the measurement model (outer model), the structural model (inner model), and both direct and indirect hypothesis testing.

**RESULTS AND DISCUSSION**

**Respondent Profile**

In this study, the researcher gave questionnaires to 134 MPLB students at SMKN 1 Bogor. The researcher then classified the respondents' profiles by class and gender. Based on the respondent profile class distribution (Table 2), there are 3 classes with 23 students selected as samples, 2 classes with 22 students selected as samples, and 1 class with 21 students selected as samples. Based on Table 3, shows that the number of respondents who filled out the questionnaire in this study was dominated by women, namely 105 respondents or 78.4% of the total respondents, and men, namely 29 respondents or 21.6% of the total respondents. This distribution illustrates that the majority of MPLB students at SMKN 1 Bogor who participated in the study are female, which may influence perspectives on the research variables. The relatively balanced sample size across classes also ensures that the collected data reflects diverse learning environments within the program.

Table 2. Questionnaire Profile by Class

No	Class	Total Sample
1	X MPLB 1	21
2	X MPLB 2	22
3	X MPLB 3	23
4	XI MPLB 1	22
5	XI MPLB 2	23
6	XI MPLB 3	23
<b>Total</b>		<b>134</b>

Table 3. Questionnaire Profile by Gender

Gender	Frequency	Percentage
Man	29	21,6%
Woman	105	78,4%
<b>Total</b>	<b>134</b>	<b>100%</b>

### Construct Reliability and Validity

Table 4 shows that the Cronbach's Alpha values for the three variables are each > 0.90, indicating that the instrument has a very good level of internal consistency. Furthermore, the Composite Reliability for all variables is also > 0.90, indicating that the indicators in each construct can consistently represent the variables being measured. The Average Variance Extracted (AVE) values for the three constructs range from 0.574 to 0.616, which is greater than the minimum value of 0.50, thus meeting the criteria for convergent validity. This indicates that the indicators within each construct have sufficient ability to explain the latent variables they represent.

Table 4. Construct Reliability and Validity

Variable	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	AVE
Social Media Addiction (X)	0,946	0,974	0,950	0,574
Academic Procrastination (Y)	0,937	0,942	0,946	0,616
Self-Regulated Learning (Z)	0,933	0,939	0,942	0,598

### Discriminant Validity

The results of the discriminant validity test are shown in Table 5 using the HTMT approach. All HTMT values between constructs are below 0.90, with details of 0.523 for the relationship between Academic Procrastination and Social Media Addiction, 0.260 between Self-Regulated Learning and Social Media Addiction, and 0.787 between Self-Regulated Learning and Academic Procrastination. These values indicate that each construct is distinct from the others and there is no overlap in meaning between constructs. Thus, the instrument used in this study has passed the discriminant validity test and has adequate conceptual separation between variables.

Table 5. Discriminant Validity

Variable	HTMT
Academic Procrastination (Y) -> Social Media Addiction (X)	0,523
Self-Regulated Learning (Z) -> Social Media Addiction (X)	0,260
Self-Regulated Learning (Z) -> Academic Procrastination (Y)	0,787

### Indicator Collinearity

Based on the results of the collinearity indicator test shown (Table 6), all VIF values are between 1.000 and 1.069. These values are well below the maximum tolerance limit of 5.0. Therefore, it can be concluded that there is no multicollinearity between variables in the model, and each construct is independent of the others in explaining the dependent variable. This indicates that the variables used in the study do not overlap in measuring the same underlying concept. Consequently, the estimation results from the structural model can be interpreted with higher confidence, as collinearity is not a source of bias.

Table 6. Indicator Collinearity

Variable	Social Media Addiction	Academic Procrastination	Self-Regulated Learning
Social Media Addiction (X)		1,069	1,000
Academic Procrastination (Y)			
Self-Regulated Learning (Z)		1,069	

### R-Square

Based on Table 7, the R-squared value for the Academic Procrastination (Y) variable is 0.728, which means that 72.8% of the variation in academic procrastination can be explained by the combination of the Social Media Addiction (X) and Self-Regulated Learning (Z) variables. This value falls into the high category, indicating that the model has strong explanatory power over students' academic procrastination behavior. Meanwhile, the R-squared value for the Self-Regulated Learning (Z) variable is 0.064, indicating that only 6.4% of the variation in self-regulated learning can be explained by social media addiction. Although this value is relatively low, it is still acceptable in complex social research, where many other external factors can influence students' self-regulation.

Table 7. R-Square

Variable	R-square	Descriptive
Academic Procrastination (Y)	0,728	
Self-Regulated Learning(Z)	0,064	

### F-Square

The F-Square test shown in Table 8 serves to determine the magnitude of the contribution of each independent variable to the dependent variable individually. With a value of Social Media Addiction (X) having an F<sup>2</sup> value of 0.548 against Academic Procrastination (Y), this means that its contribution is very large. Additionally, Self-Regulated Learning (Z) has an F<sup>2</sup> value of 1.499 for Academic Procrastination (Y), also indicating a very significant influence. Conversely, the influence of Social Media Addiction (X) on Self-Regulated Learning (Z) has an F<sup>2</sup> value of only 0.069, falling into the small category. This means that, although significant, the direct influence of social media on self-regulation is not very large in terms of effect size.

Table 8. F-Square

Variable	Social Media Addiction	Academic Procrastination	Self-Regulated Learning
Social Media Addiction (X)		0,548	0,069
Academic Procrastination (Y)			
Self-Regulated Learning (Z)		1,499	

### Hypothesis Test Analysis

#### Direct Effect

*H1: Social media addiction has a positive and significant effect on academic procrastination*

Based on Table 9, social media addiction has a negative and significant effect on self-regulated learning. Through the path coefficient test results that have been conducted, it is known that the original sample has a value of -0.253 and a T-statistic value of 3.828 > 1.96, while the P-value is 0.000 < 0.05. Therefore, it can be stated that the variable of social media addiction has a negative and significant impact on self-regulated learning. This finding is consistent with previous research conducted by Apriyani (2024) dan Nadarajan et al. (2023), which showed a positive relationship between internet addiction and academic procrastination behavior. Furthermore, the results of a study conducted by Putri et al. (2023) also support this finding, stating that there is a correlation between smartphone addiction and academic procrastination, as evidenced by a significance value of 0.001 and a correlation coefficient of 0.430. This reinforces the negative impact of excessive smartphone use, especially if done without clear supervision or limits. As a result, students who are highly dependent on social media tend to have difficulty maintaining focus, organizing learning activities, and achieving academic goals effectively.

*H2: Social media addiction has a negative and significant impact on self-regulated learning.*

Based on Table 9, through the path coefficient test results, the original sample has a value of -0.253 and a T-statistic value of 3.828 > 1.96, while the P-value is 0.000 < 0.05. Therefore, it can be stated that the variable of social media addiction has a negative and significant effect on self-regulated learning. This result is supported by previous research conducted by Azizah & Muslikah (2021), which showed that there is a negative relationship between self-regulated learning and social media addiction. This means that the better a student's self-regulation skills, the lower their tendency to become addicted to smartphone use. Conversely, weak self-regulation skills tend to be associated with high levels of social media addiction. A similar study was also conducted by Anggreani (2018), who found that self-regulated learning is negatively and significantly related to addiction to social media. Additionally, Simanjuntak (2018) also found that students with high levels of self-regulated learning tend to be able to control their internet use, resulting in lower tendencies toward internet addiction.

*H3: Self-regulated learning has a negative and significant effect on academic procrastination*

Based on Table 9, it was found that the original sample had a value of -0.660, with a T-statistic value of 16.292 > 1.96, and a P-value of 0.000 < 0.05. Therefore, it can be concluded that the variable of self-regulated learning has a negative and significant effect on academic procrastination. This result is supported by previous research findings, as reported by Rizkyani et al. (2021) dan Santika & Sawitri (2016), which indicate that there is a negative and significant relationship between self-regulated learning and academic procrastination. In other words, the better a student's self-regulation skills, the less likely they are to delay completing academic tasks. Furthermore, research by Abdullah et al. (2024) dan Nurhayati (2023) also states that self-regulated learning acts as a factor that can inhibit the emergence of academic procrastination behavior. Individuals with high levels of self-regulation tend to have the awareness to manage time effectively and complete tasks on time, so they are not easily tempted to postpone work. This pattern shows that self-regulation functions as an internal control mechanism that strengthens discipline in learning activities. As a result, students can maintain consistent academic performance and avoid the negative consequences of procrastination Azzahra et al. (2025).

Table 9. Path Coefficient Analysis Result

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P Values
Social Media Addiction (X) -> Academic Procrastination (Y)	0,399	0,401	0,038	10,522	0,000
Social Media Addiction (X) -> Self-Regulated Learning (Z)	-0,253	-0,275	0,066	3,828	0,000
Self-Regulated Learning (Z) -> Academic Procrastination (Y)	-0,660	-0,656	0,041	16,292	0,000

### Indirect Effect

*H4: There is an indirect influence of social media addiction on academic procrastination through self-regulated learning*

Based on Table 10, it was found that the original sample had a value of 0.167, with a T-statistic value of 4.078 > 1.96, and a P-value of 0.000 < 0.05. Therefore, it can be stated that there is a negative and significant indirect influence of social media addiction on academic procrastination through self-regulated learning. This means that the higher the level of social media addiction among students, the higher the level of academic procrastination, as the self-regulated learning they possess can mitigate the negative effects of such addiction. Conversely,

if students have low levels of social media addiction, their levels of academic procrastination are also likely to be lower, through the role of self-regulated learning.

These results are consistent with previous research findings by Özyer & Altınsoy (2023), which showed that self-regulated learning functions as a partial mediator in the relationship between internet addiction and academic procrastination. This means that self-regulation plays a crucial role in mitigating the negative impact of internet addiction on the tendency to procrastinate. Similar research was also presented by Latipah et al. (2021), which showed a strong relationship between self-regulated learning, intensity of social media use, and academic procrastination behavior, with a correlation coefficient of 0.552. This indicates that both variables can serve as important indicators in predicting the level of academic procrastination. Furthermore, Eissa & Khalifa (2020), along with Tarigan et al. (2024), found that self-regulated learning plays a role as a bridge between excessive smartphone use and academic procrastination behavior. In other words, students who frequently use smartphones are more likely to be tempted to postpone academic tasks due to weak self-regulated learning skills.

Table 10. Specific Indirect Effect Analysis

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P Values
Social Media Addiction (X) -> Self-Regulated Learning (Z) -> Academic Procrastination (Y)	0,167	0,179	0,041	4,078	0,000

## CONCLUSION AND RECOMMENDATION

### Conclusion

Based on the results of the analysis and data processing carried out on social media addiction, academic procrastination, and self-regulated learning, the following conclusions can be drawn. (1) Therefore, there is a direct, positive, and significant influence between social media addiction and academic procrastination. This indicates that the higher the level of social media addiction, the higher the level of academic procrastination among students. (2) Therefore, there is a direct and significant negative influence between social media addiction and self-regulated learning. This indicates that the higher the level of self-regulated learning among students, the lower the level of social media addiction among students. (3) There is a direct and significant negative influence between self-regulated learning and academic procrastination. This indicates that the higher the students' self-regulated learning, the lower their level of academic procrastination. (4) There is an indirect influence between social media addiction and academic procrastination mediated by self-regulated learning. This indicates that the higher the level of self-regulated learning among students, the lower the level of social media addiction and academic procrastination experienced by students. The findings of this study contribute to the understanding of how self-regulated learning can serve as a protective factor in reducing the negative academic impacts of social media addiction. Furthermore, these results provide empirical evidence that can inform the development of targeted interventions to improve students' time management and learning autonomy.

### Recommendations

Based on the results of the analysis and data processing regarding social media addiction, academic procrastination, and self-regulated learning, the following recommendations are proposed: (1) SMKN 1 Bogor is encouraged to implement digital literacy programs that emphasize responsible and balanced social media use. The school may also consider enforcing a device-free zone policy during class hours to minimize distractions.

Enhancing academic counselling services and providing a conducive learning environment are essential to support students' self-regulated learning. (2) Teachers are advised to assist students in developing time management skills through training, setting phased deadlines, creating to-do lists, and applying consistent consequences for delayed submissions. Teachers can also help students design structured study schedules-including time for reflection and goal setting-either during class or through counselling sessions. (3) Students are expected to develop the ability to set priorities, delay instant gratification, and recognize the emotional dependency that can arise from excessive social media use. They should cultivate time awareness, regularly monitor their schedules, and use their free time productively. (4) This study is limited to examining social media addiction and self-regulated learning, excluding other variables that may influence academic procrastination. The sample was also confined to grade X and XI students in the MPLB program at SMKN 1 Bogor, which limits the generalizability of the findings. Future studies are encouraged to include broader student populations, consider additional relevant variables, and utilize mixed method approaches to gain deeper insights into the phenomenon of academic procrastination.

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