

## DIGITAL LITERACY, SOCIAL MEDIA USAGE INTENSITY, AND ACADEMIC PROCRASTINATION AMONG VOCATIONAL STUDENTS

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### ABSTRACT

This study aims to examine the influence of digital literacy and social media usage intensity on academic procrastination among students majoring in Office Management at SMKN 25 Jakarta. Adopting a quantitative research design, primary data were gathered via questionnaire instruments while secondary data were obtained through documentary sources. The research sample comprised 119 students, determined through proportionate stratified random sampling. All data were processed using SPSS version 27, incorporating descriptive statistics, classical assumption testing, multiple linear regression, and hypothesis examination. The results indicate that digital literacy exerts a positive and significant impact on academic procrastination, evidenced by a t-value of 6.021 surpassing the critical t-value of 1.980 at a 0.001 significance level. Correspondingly, social media usage intensity yielded a t-value of 9.480 at the same significance threshold, confirming its positive and significant effect. When assessed jointly, both independent variables accounted for 72.4% of the variance in academic procrastination, reflected by an R Square of 0.724. These findings suggest that heightened levels of digital literacy and social media engagement are associated with a greater propensity for academic task avoidance among students.

**Keywords: Digital literacy, Social media usage intensity, Academic procrastination**

### ABSTRAK

Studi ini bertujuan menelaah pengaruh literasi digital dan intensitas penggunaan media sosial terhadap prokrastinasi akademik peserta didik jurusan Manajemen Perkantoran SMKN 25 Jakarta. Pendekatan kuantitatif diterapkan dengan pengumpulan data primer melalui kuesioner dan data sekunder melalui studi dokumentasi. Sebanyak 119 peserta didik ditetapkan sebagai sampel menggunakan teknik proportionate stratified random sampling. Pengolahan data memanfaatkan SPSS versi 27 melalui analisis deskriptif, uji asumsi klasik, regresi linier berganda, dan uji hipotesis. Hasil pengujian menunjukkan bahwa literasi digital berpengaruh positif dan signifikan terhadap prokrastinasi akademik dengan t-hitung 6,021 melampaui t-tabel 1,980 pada signifikansi 0,001. Intensitas penggunaan media sosial juga berpengaruh positif dan signifikan dengan t-hitung 9,480 pada signifikansi 0,001. Secara simultan, kedua

variabel mampu menjelaskan 72,4% variasi prokrastinasi akademik berdasarkan nilai R Square 0,724, yang mengindikasikan bahwa peningkatan kedua variabel tersebut sejalan dengan meningkatnya kecenderungan penundaan tugas akademik siswa.

**Kata kunci: Literasi digital, Intensitas penggunaan media sosial, Prokrastinasi akademik**

## INTRODUCTION

Education plays a critical role in developing human resource quality through structured learning processes in which students are constantly assigned varied assignments as tools for evaluating learning outcomes. These assignments, which include tests, projects, and homework, are important indications of academic progress. However, internal behavioral concerns, particularly the tendency to postpone or evade academic duties, usually disturb the task completion process. Prastyaningrum et al. (2023) discovered various internal elements that contribute to this problem, including delayed behavior, decreased learning attention, and trouble understanding instructional material. This practice, known as academic procrastination, has arisen as a global problem with serious consequences for individual academic progress (Salihu & Abdulkareem, 2024).

Academic procrastination is defined as students' chronic tendency to postpone the completion of academic duties such as homework, exam preparation, or essay writing, despite being fully aware of approaching deadlines (González-Brignardello et al., 2023). This behavior frequently sets off a negative cycle in which guilt from postponement further reduces productivity (Ramadhani et al., 2025), eventually leading to poor academic performance, increased task difficulty, and emotional distress such as anxiety, restlessness, and sleep disturbances (Indrawati & Pedhu, 2022). The prevalence of this phenomena has been thoroughly documented in a variety of educational settings around the world. Fentaw et al. (2022) observed that 81% of Ethiopian university students procrastinated, whilst Subashkevych (2023) discovered that around 75% of Ukrainian students procrastinated on academic tasks. In Indonesia, comparable patterns have been discovered throughout different educational levels, with reported rates ranging from 61% to 85% among junior, senior high school, and vocational school students (Cania & Febriani, 2025; Kartikasari et al., 2022; Mahalisna et al., 2023; Putri et al., 2023).

The rapid progress of digital technology has added additional and more complex dimensions to this issue. Xhakolli & Hamzallari (2023) observed that academic procrastination has increased in tandem with new behaviors resulting from the growing use of digital technology and social media, particularly during the Covid-19 pandemic. According to Data Reportal (2025) 98.7% of Indonesians aged 16 and up use mobile devices to access the internet, making Indonesia the world leader in mobile internet usage. Furthermore, 143 million active social media user identities were registered in Indonesia as of January 2025, accounting for nearly 50.2% of the total population.

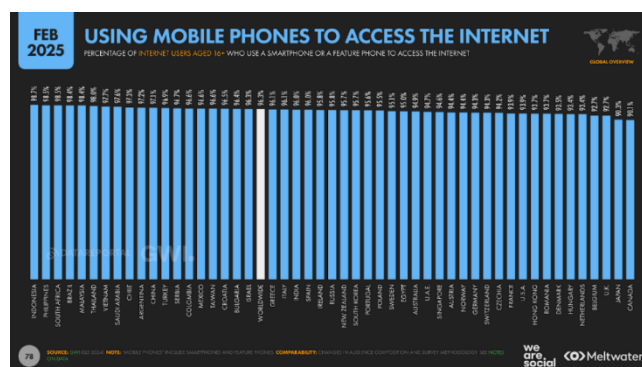


Figure 1. Global Digital Data for 2025

In addition, the Indonesian Internet Service Providers Association APJII (2025) identified Generation Z (23.49%) and Generation Alpha (23.47%) as the two largest internet user groups, with senior high and vocational school students accounting for 32.89% of internet users by education level. These statistics are supported by the findings of Putra & Akmal, (2025), who discovered that while 74% of students regularly use the internet for academic purposes, a significantly higher proportion 86% use it for non-academic activities, implying that digital engagement may be undermining rather than supporting academic productivity.

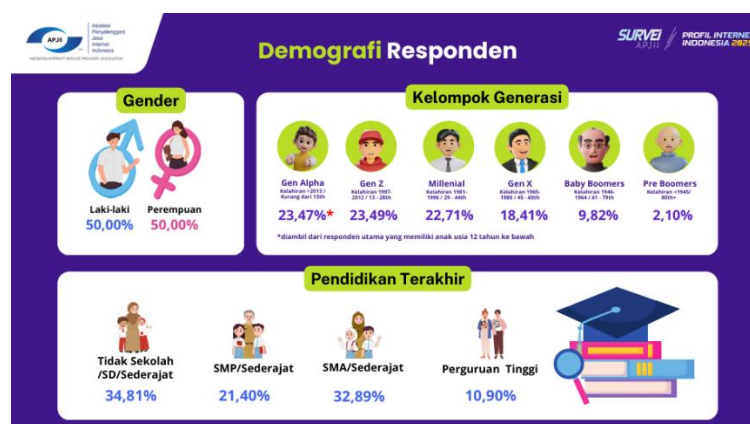


Figure 2. APJII Indonesia Internet Survey 2025

Digital literacy and the social media usage intensity have been linked to an increase in academic procrastination. Digital literacy refers to an individual's ability to critically access, evaluate, and ethically use information via digital technologies Amalliah et al. (2025), whereas social media usage intensity refers to an individual's frequency and duration of engagement with digital platforms for interaction and information exchange (Rahmawati & Sohidin, 2024). Indonesia's relatively low digital literacy levels are evidenced by the country's PISA 2022 reading literacy score of 359 points, the lowest recorded since the nation's participation in the assessment, indicating limited capacity among students to critically process and evaluate digital information. This insufficiency exposes kids to unproductive digital behaviors such as excessive social media consumption, which disturbs time management and academic focus (Afrina & Zulaikha, 2024). According to Naufal (2021), without proper digital literacy, the use of digital media becomes unregulated, potentially exacerbating addictive tendencies and academic procrastination. This is congruent with Suhadianto et al. (2021), who discovered that digital literacy, which should improve learning effectiveness and efficiency, actually traps students in a loop of procrastination when not adequately understood.

This study was empirically supported by a preliminary survey of 36 students from the Office Management department at SMKN 25 in Jakarta. The results revealed that 72.2% of students routinely postponed tasks despite being aware of the deadlines. Further investigation identified social media usage intensity as the most prominent contributing factor, with 77.8% of students admitting to spending more than two hours daily on social media during designated study time, a finding consistent with (Latifah et al., 2023; Rahmawati & Sohidin, 2024; Suasanti et al., 2025; Turnip et al., 2025), all of whom reported a positive and significant relationship between social media usage intensity and academic procrastination. Digital literacy emerged as the second key factor, with 56.6% of students reporting difficulty distinguishing valid from invalid online information sources, consistent with Yuan et al. (2024) findings that digital literacy plays an important role in increasing academic confidence and reducing task postponement tendencies.

Despite the increased scholarly interest in academic procrastination, past research has primarily focused on self-control, learning motivation, self-regulation, and time management (Pelikan et al., 2021). Digital literacy has gotten very little attention as a potential contributing variable, and research that examines both digital literacy and social media usage intensity is notably sparse, particularly in the vocational education environment. Existing research typically investigates these variables in isolation, limiting the breadth of findings and their relevance to real world educational contexts.

This study intends to fill this research gap by empirically investigating the partial and simultaneous effects of digital literacy and social media usage intensity on academic procrastination among Office Management students at SMKN 25 Jakarta. The specific objective of this study is to: (1) examine the effect of digital literacy on academic procrastination, (2) examine the effect of social media usage intensity on academic procrastination, and (3) examine the simultaneous effect of both variables on academic procrastination. This study is unique in that it examines both factors simultaneously in a vocational school setting, which has been underexplored in the previous literature. The findings provide empirical information that can be used to build more focused digital literacy programs and effective interventions to reduce academic procrastination among vocational students in the digital era.

## LITERATURE REVIEW

### Digital Literacy

Adikara et al. (2021) define digital literacy as the ability to discriminate between accurate and faulty information, as well as grasp the implications of disseminating inaccurate or misleading information. Rahman et al. (2024) emphasize that digital literacy entails learning how to utilize technology and social media appropriately. Meanwhile, Saputra et al. (2023) define digital literacy as the critical and ethical use of information and communication technology (ICT) for information search, evaluation, production, and communication. Digital literacy is described as the capacity to utilise information and communication technology responsibly, critically, and ethically, which includes the responsible search for, assessment of, and distribution of data.

### Social Media Usage Intensity

Turnip et al. (2025) claim that a person's social media usage intensity indicates how frequently they partake in enjoyable activities on social media. Social media use may develop to addiction, prompting people to overlook duties that they should be doing. Because they regularly spend time on social media, jobs that should be accomplished are postponed. Rahmawati & Sohidin, (2024) also define social media intensity as the amount of time a person spends on platforms that allow them to exchange information, ideas, work, and engage with people online. This intensity is evaluated by the amount of time spent utilizing these applications. The frequency and duration of an individual's participation with digital platforms for diverse activities can be used to characterize their social media intensity. High degrees of such intensity have the potential to lead to addiction, which can cause delays in work completion due to uncontrolled time use.

### Academic Procrastination

According to Laia et al. (2022), academic procrastination can be described as a student's conscious delay in completing academic duties or activities, although being aware that such delays might have negative repercussions. According to this viewpoint, academic procrastination is known as a delaying behavior that can occur purposefully or inadvertently, characterized by the habit of extending the time required to accomplish work, resulting in projects being neglected and not finished by the deadline. If this delaying habit continues, it

might have negative repercussions such as lower productivity and academic performance (Husain et al., 2023). Academic procrastination is characterized as a student's inclination to delay work completion, whether consciously or subconsciously, while being aware of the negative implications. This practice is distinguished by a tendency to postpone work until after the deadline, which can eventually diminish productivity and academic achievement.

### Research Hypothesis Development

The Social Cognitive Theory (SCT) put forward by Albert Bandura in Tullah & Amiruddin (2021) serves as the foundation for this investigation. According to SCT, individual behavior is generated by reciprocal interaction between three factors: personal factors, environmental factors, and behavior itself, in a process known as triadic reciprocal determinism. According to this viewpoint, learning occurs through observation, imitation, and interaction with the surrounding social environment. In the context of this study, the personal aspect is represented by digital literacy, which indicates students' cognitive capacity to comprehend, process, and use technology responsibly. The environmental factor is represented by the intensity of social media use as an external stimulus that influences student behavior. Academic procrastination is the behavioral element that manifests as students' tendency to delay work completion and prefer non-academic activity.

Sabarudin et al. (2023) found that SCT is extremely useful in describing how students learn digital literacy through social experiences and digital surroundings. Students with excellent digital literacy are more likely to adapt to modern learning, think critically, and use technology sensibly (Novendra & Sapta, 2025). Amalliah et al. (2025) emphasize that digital literacy enables students to filter genuine material, avoid misinformation, and use technology for academic reasons. Low digital literacy, on the other hand, can lead to students being easily distracted by entertainment content, struggling to manage technology use, and having difficulties focusing on academic work, all of which increase the inclination to postpone academic task completion.

Within the SCT framework, the environmental factor, specifically the intensity of social media use, acts as a significant external stimulant. Social media offers pupils pleasure, communication, and social engagement, which quickly captures their attention. High exposure to the digital environment without proper self-management has the ability to divert academic attention and reduce time spent on learning activities. In terms of SCT, this digital world serves as a source of social learning for pupils, influencing their habitual patterns and behavioral traits. As a result, digital literacy as a personal factor influences students' ability to use technology sensibly, whereas social media intensity as an environmental factor shapes digital habits.

This study investigates three basic assumptions about the factors that influence academic procrastination among SMKN 25 Jakarta students majoring in Office Management. Based on the theoretical framework and previous empirical findings, three hypotheses were developed: (H1) digital literacy influences academic procrastination; (H2) the intensity of social media use influences academic procrastination; and (H3) digital literacy and the intensity of social media use both influence academic procrastination.

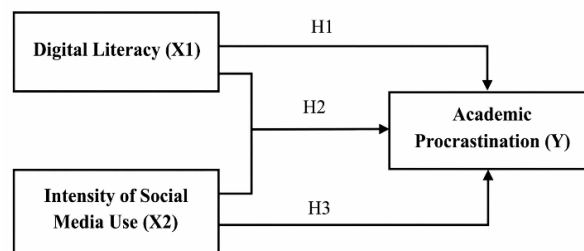


Figure 3. Study Hypothesis

**METHOD**

This study used a quantitative approach with a survey method. Sugiyono & Lestari (2021) define quantitative research as positivist in nature, with statistical analysis used to examine hypotheses. A questionnaire was used to obtain primary data on the impact of digital literacy and the intensity of social media on their academic procrastination. In the 2025/2026 academic year, there were 180 students in Grades X, XI, and XII of the Office Management program at SMK Negeri 25 Jakarta. The sample was drawn using proportionate stratified random sampling, which ensured proportional representation from each group. Based on the Isaac and Michael table published in (Sukwika, 2023), 119 students were chosen as the sample with a 5% error level.

Table 1. Sample Frequency

Class	Population	Calculation	Sampel
X MP	36	(36/180) x 119	23
XI MP	72	(72/180) x 119	48
XII MP	72	(72/180) x 119	48
<b>Total</b>	<b>180</b>		<b>119</b>

Data were collected using a questionnaire with 41 items and a 5 point Likert scale. Academic procrastination was assessed using a 19-item questionnaire that has been validated, with indicators including delaying task initiation and completion, late submission, mismatch between planning and execution, and preference for more enjoyable activities (Husain et al., 2023; Sanggasurya & Mamahit, 2021). Digital literacy was tested using a 14-item questionnaire with validity testing, comprising indicators such as functional skills, creativity, collaboration, effective communication, finding and selecting information, critical thinking, cultural and social understanding, e-safety Hague & Payton (2010) in (Syahfira et al., 2023). An 8-item questionnaire that has passed validity testing was used to assess the social media usage intensity, with indicators such as attention, enjoyment, duration, and frequency (Suasanti et al., 2025; Syahida et al., 2025). The data were analyzed in several stages, including descriptive statistical analysis to describe the data's characteristics, classical assumption tests (normality, multicollinearity, and heteroscedasticity) to ensure data feasibility, multiple linear regression analysis to investigate the effect of variables, and T-test and F-test for partial and simultaneous hypothesis testing. Additionally, the model's ability to explain the variation in academic procrastination was evaluated using the coefficient of determination ( $R^2$ ).

**RESULTS AND DISCUSSION**

**Descriptive Statistical Analysis**

According to the descriptive data (Table 2), Digital Literacy scores varied from 39 to 75, with a mean of 63.28 and a standard deviation of 9.09, showing that students have high levels of digital literacy. The social media usage intensity varied from 19 to 40, with an average of 32.38 and a standard deviation of 5.13, indicating relatively strong engagement in social media activities. Meanwhile, Academic Procrastination scores varied from 49 to 95, with a mean of 78.52 and a standard deviation of 11.77, showing that students have a significant inclination to procrastinate.

Table 2. Descriptive Statistics

	N	Min.	Max.	Mean	Std. Deviation
Digital Literacy	119	39	75	63,28	9,091
Social Media Usage Intensity	119	19	40	32,38	5,135
Academic Procrastination	119	49	95	78,52	11,770
Valid N (listwise)	119				

**Classical Assumption Tests**

*Normality Test*

As indicated in Table 3, the normality test employing the Kolmogorov-Smirnov test yields an Asymp. Sig. (2-tailed) value of 0.081, which is more than 0.05. Thus, the residual data in this study are regarded regularly distributed, implying that the normality assumption has been met and that the analysis can proceed.

Table 3. Normality Test

<b>One-Sample Kolmogorov-Smirnov Test</b>		
Unstandardized Residual		
N		119
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	6,18159212
Most Extreme Differences	Absolute	,077
	Positive	,063
	Negative	-,077
Test Statistic		,077
Asymp. Sig. (2-tailed) <sup>c</sup>		<b>,081</b>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

*Multicollinearity Test*

The multicollinearity test results indicate a tolerance value of 0.530 (> 0.10) and a VIF value of 1.885 (< 10), suggesting that the model does not exhibit multicollinearity.

Table 4. Multicollinearity Test

Model	<b>Coefficients<sup>a</sup></b>					<b>Collinearity Statistics</b>	
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
	B	Std. Error	Beta				
1 (Constant)	6,561	4,280		1,533	,128		
Digital Literacy	,508	,095	,359	5,362	,000	<b>,530</b>	<b>1,885</b>
Social Media Usage Intensity	1,292	,153	,564	8,419	,000	<b>,530</b>	<b>1,885</b>

a. Dependent Variable: Academic Procrastination

*Heteroscedasticity Test*

As seen in Figure 4's scatterplot, the data points are randomly distributed and do not follow any special pattern, clustering around the value of zero (0). This shows that there is no heteroscedasticity, implying that the regression model's homoscedasticity condition is met.

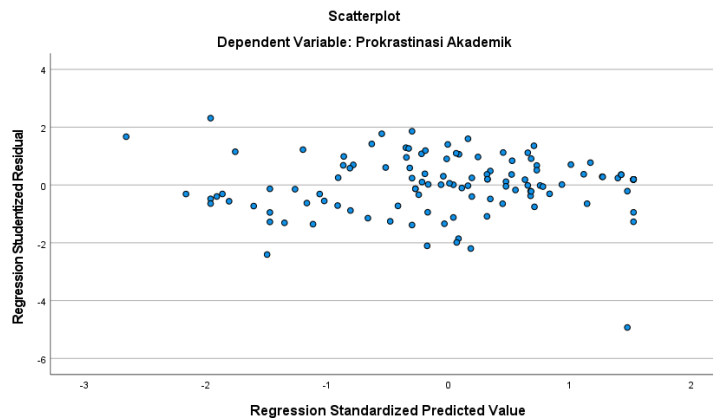


Figure 4. Scatterplot for Heteroscedasticity Test

**Multiple Linear Regression**

*T-test*

Table 5. shows the findings of a multiple linear regression study that looked at the impact of digital literacy and the social media usage intensity on academic procrastination. The variables Digital Literacy (B = 0.508, p < 0.001) and social media usage intensity (B = 1.292, p < 0.001) have positive unstandardized coefficients, indicating substantial positive correlations. This suggests that higher levels of digital literacy and more social media use are linked to increased academic procrastination. In other words, students who are more digitally literate and use social media more often are more likely to procrastinate on academic responsibilities.

Table 5. Multiple Linear Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6,561	4,280		1,533	,128
Digital Literacy	,508	,095	,359	5,362	<,001
Social Media Usage Intensity	1,292	,153	,564	8,419	<,001

a. Dependent Variable: Academic Procrastination

*F-test*

As shown in Table X, the ANOVA findings from the F-test assess the simultaneous influence of Digital Literacy and Social Media Intensity on Academic Procrastination. The F-statistic of 152.256 exceeds the crucial threshold at the 5% significance level (df = 2; 116). A significance value of < 0.001 indicates that the model is statistically significant. As a result, he null hypothesis (H<sub>0</sub>) is rejected, which supports the adoption of the alternative hypothesis (H<sub>a</sub>).

Table 6. F-test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11836,672	2	5918,336	<b>152,256</b>	<,001 <sup>b</sup>
	Residual	4509,026	116	38,871		
	Total	16345,697	118			

a. Dependent Variable: Academic Procrastination  
 b. Predictors: (Constant), Social Media Usage Intensity, Digital Literacy

*Coefficient of Determination Analysis (R<sup>2</sup>)*

Table 5 shows that the R-squared value was 0.724, with an adjusted R-squared of 0.719. These findings show that digital literacy and social media usage intensity explain for 72.4% of the variation in academic procrastination, with the remaining 27.6% impacted by factors outside the model.

Table 7. Coefficient of Determination Analysis Model

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,851 <sup>a</sup>	,724	,719	6,235

a. Predictors: (Constant), Social Media Usage Intensity , Digital Literacy

**Discussion**

*Effect of Digital Literacy on Academic Procrastination (H1)*

The t-test findings for digital literacy (X1) reveal a t-count of 6.021, which is higher than the t-table value of 1.980 and has a significance level of 0.001, which is less than 0.05.

The null hypothesis ( $H_0$ ) is rejected as the t-count is greater than the t-table. This suggests that digital literacy has a significant favorable effect on academic procrastination among students at Office Management Program in SMKN 25 Jakarta. These findings are consistent with prior research (Gaul & Setiyanti, 2025; Janeth & Andiyansari, 2023; Winarso & Agustin, 2021), which confirms that better digital literacy is related with more social media usage, indirectly leading to procrastination. However, these findings are not completely consistent with previous studies. In a study of medical students in Pakistan, Yuan et al. (2024) discovered a negative association between digital literacy and academic procrastination, implying that higher digital literacy reduces procrastination. This disparity may be due to variations in research setting, respondent profiles, and learning contexts between vocational high school students and medical undergraduates. This result correlates with Social Cognitive Theory, which holds that cognitive factors, the environment, and the behavior itself interact to influence an individual's behavior. Students with high digital literacy have higher self-efficacy and self-regulation skills, allowing them to use technology productively while avoiding academic procrastination. In contrast, low digital literacy impairs students' self-regulation, resulting in academic procrastination.

### *Effect of Social Media Usage Intensity on Academic Procrastination (H2)*

Based on the second hypothesis test, the variable of social media usage intensity ( $X_2$ ) yielded a t-count of 9.480, significantly above the t-table value of 1.980 with a significance value of 0.001, which is much below the 0.05 level. Therefore, ( $H_0$ ) is rejected, showing that social media usage intensity has a considerable beneficial impact on academic procrastination among students at Office Management Program in SMKN 25 Jakarta. These findings are supported by Turnip et al. (2025) and Latipah et al. (2021) who showed similar trends among high school students, as well as Suryani et al. (2024), whose findings on MTsN 2 Bukittinggi kids validate this conclusion. Anwar et al. (2022) further emphasize that increased social media use not only exacerbates procrastinating tendencies, but also adds to overall reductions in academic success. Based on these results, the findings align with Social Cognitive Theory, which explains that the environment and individual behavior influence each other reciprocally. High levels of social media use can weaken students' self-regulation skills, causing them to struggle with prioritizing academic tasks and ultimately leading them to engage in procrastination.

### *Effect of Digital Literacy and Social Media Usage Intensity on Academic Procrastination (H3)*

The F-test findings reveal an F-count of 152.256 with a significance value less than 0.001, which exceeds the F-table value of 3.07 (5% error tolerance).  $H_0$  is rejected as  $F\text{-count} > F\text{-table}$ , indicating that both digital literacy and social media usage intensity have a significant beneficial impact on academic procrastination. The R Square value of 0.724 suggests that both variables jointly explain 72.4% of the variation in academic procrastination, with the remaining 27.6% ascribed to factors not included in this model. Turnip et al. (2025), Ibnudin et al. (2022) and Azzahra et al. (2025) all agree that digital literacy and social media usage intensity have a substantial impact on academic procrastination among students at Office Management Program in SMKN 25 Jakarta.

According to these findings, children with high digital literacy are more likely to be distracted by various types of digital content, while excessive usage of social media erodes their self-regulation skills. The combination of these two elements eventually causes pupils to delay with their academic projects. To reduce academic procrastination among students, digital literacy must be combined with an awareness of responsible technology usage and control over the intensity of social media use.

## CONCLUSION AND RECOMMENDATION

This study's hypothesis testing yielded three findings. First, digital literacy has a strong favorable impact on academic procrastination. Second, social media usage intensity has a strong favorable influence on academic procrastination. Third, digital literacy and social media usage intensity both have a considerable favorable impact on academic procrastination. The coefficient of determination shows that these variables account for 72.4% of the variance in academic procrastination, with the remaining 27.6% impacted by factors outside of this model.

There are several limitations to this study. First, the sample consisted solely of students majoring in Office Management at SMK Negeri 25 Jakarta, so the generalizability of the results to a broader context remains limited. Second, the research model utilized only two independent variables, which do not sufficiently represent all factors influencing academic procrastination, including the possibility of mediating or moderating variables that have not yet been explored. Third, the use of a closed-ended questionnaire has the potential to introduce response bias because the accuracy of the data is highly dependent on the respondents' honesty and understanding in answering each statement.

This study's findings have led to many recommendations for future research. First, further studies are advised to broaden the study sample by recruiting kids from other academic programs, grade levels, or schools, in order to improve the findings' generalizability. Second, future researchers could investigate include more important independent variables, since a larger collection of variables would allow the study model to present a more full and comprehensive view of the factors influencing academic procrastination among students. Third, given that this study discovered a positive influence of digital literacy on academic procrastination, future research should investigate the presence of unknown mediating or moderating variables in order to gain a better understanding of the relational mechanisms between the variables involved.

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