

THE RELATIONSHIP BETWEEN SOCIAL MEDIA ADDICTION AND ACADEMIC PROCRASTINATION: A SYSTEMATIC LITERATURE REVIEW

^{*1}Respati Arli Shigit Wisanggeni, ²Herdi, ³Eka Wahyuni

^{*1,2,3}Universitas Negeri Jakarta

Email: ^{*1}respati.arli@mhs.unj.ac.id, ²herdi@unj.ac.id, ³ewahyuni@unj.ac.id

Abstract

This study aims to analyze the relationship between social media addiction and academic procrastination among students through a systematic literature review guided by PRISMA. Article searches were conducted using the Publish or Perish application with three databases, namely Google Scholar, Scopus, and Semantic Scholar. Seven articles from various databases were qualitatively analyzed to identify the relationship between the two variables. The findings show that the majority of studies found a positive and significant relationship between the two variables, and factors such as perseverance and loneliness also strengthen this relationship. These findings have important implications for efforts to prevent academic procrastination in the educational environment.

Keywords: Social Media Addiction, Academic Procrastination, Student.

Abstrak

Studi ini bertujuan untuk menganalisis hubungan kecanduan media sosial terhadap penundaan akademis di kalangan mahasiswa dan siswa melalui tinjauan literatur sistematis yang dipandu oleh PRISMA. Pencarian artikel dilakukan menggunakan aplikasi Publish or Perish dengan tiga basis data, yaitu Google Scholar, Scopus, dan Semantic Scholar. Tujuh artikel dari berbagai basis data dianalisis secara kualitatif untuk mengidentifikasi hubungan antara kedua variabel. Temuan menunjukkan bahwa sebagian besar studi menemukan hubungan yang positif dan signifikan antara kedua variabel tersebut, faktor-faktor seperti ketekunan dan kesepian juga memperkuat hubungan tersebut. Temuan ini memberikan implikasi penting untuk upaya pencegahan penundaan akademis di lingkungan pendidikan.

Kata kunci: Kecanduan Media Sosial, Prokrastinasi Akademik, Siswa.

INTRODUCTION

The development of digital technology in the last two decades has brought fundamental changes to people's lifestyles, especially among students. Social media is no longer just a means of communication, but has become a virtual social space that shapes the way individuals interact, learn, express themselves, and build their identities. Platforms such as Instagram, TikTok, WhatsApp, and YouTube offer easy access to information, unlimited entertainment, and instant connectivity across space and time. This convenience has made social media an integral part of students' daily routines, both for academic and non-academic purposes. However, behind these significant benefits, there are psychological and behavioral consequences that cannot be ignored, one of which is social media addiction that leads to academic procrastination.

Social media is essentially designed to retain users' attention for as long as possible through notification systems, content personalization algorithms, and social interaction features that provide instant feedback. This design pattern psychologically exploits the reward mechanism in the brain's dopamine system, encouraging users to keep coming back and checking for the latest updates. Under certain conditions, high intensity of use develops into compulsive behavior that is difficult to control. Social media addiction can be understood as a condition in which individuals show excessive dependence on online activities, experience a constant urge to access platforms, and find it difficult to stop using them even though they are aware of the negative impact on their academic and social lives. Behzad (2021) and Schou et al. (2017) explain that this addiction has characteristics similar to other forms of behavioral addiction, such as loss of control, tolerance to increasing duration of use, and the emergence of daily functional impairments.

This phenomenon is increasingly relevant in the context of modern education, where most students have personal access to digital devices. High intensity of social media use has an impact on the allocation of study time, quality of concentration, and commitment to completing academic tasks. Research conducted by Naushad et al. (2025) on students in Peshawar showed that 81% of respondents met the criteria for social media addiction, and 34% of them had high levels of academic procrastination. These findings indicate a strong relationship between excessive social media use and the tendency to delay academic tasks. This study also confirms that social media addiction is a significant predictor of procrastination behavior, even after controlling for other demographic variables.

Academic procrastination itself is a phenomenon that has long been a concern in educational psychology. Steel and Klingsieck (2016) define it as the tendency to voluntarily and irrationally delay the completion of academic tasks, even though individuals are aware of the potential negative consequences of such delays. Procrastination is not just a bad habit, but a form of self-regulation failure involving a conflict between long-term intentions and instant gratification. In the context of social media, this conflict becomes even more intense because students are faced with the choice between doing tasks that require high concentration or enjoying digital content that provides immediate pleasure.

Many students initially open social media with the intention of looking for references or taking a short break, but then get caught up in longer than planned usage. Al-Shaibani et al. (2020) and Przepiorka et al. (2023) explain that digital distractions often start with seemingly productive activities, but turn into patterns of systematic delay. This process occurs gradually, where individuals begin to accustom themselves to shifting their attention from academic tasks to more enjoyable online activities. Over time, this habit reinforces procrastination patterns and reduces learning effectiveness.

In addition to behavioral aspects, the relationship between social media addiction and academic procrastination also involves emotional dimensions. Meier et al. (2021) found that social media use often serves as an escape strategy from boredom, stress, or academic

pressure. Instead of addressing the source of stress directly, students choose to divert their attention through digital content consumption. Such coping strategies provide temporary relief but actually exacerbate academic burdens as tasks remain unfinished.

Thus, social media functions as an avoidance mechanism that reinforces the cycle of procrastination. Research by Xian and Ying (2022) provides an additional perspective by highlighting the role of grit as a protective factor. Grit, which refers to perseverance and consistency in achieving long-term goals, has been shown to be negatively correlated with social media addiction and academic procrastination. Individuals with high levels of grit tend to have a stronger commitment to academic goals, enabling them to resist the temptation of digital distractions. These findings suggest that personality and character factors play an important role in moderating the negative impact of social media on academic performance. The dimension of emotion regulation is also an important factor in understanding this relationship.

Chavez et al. (2025) found that emotional regulation acts as a mediator between social media addiction and academic procrastination among students in Peru. Students who have difficulty managing negative emotions are more prone to using social media as a means of escape. This inability to regulate emotions reinforces dependence on online activities and increases the tendency to procrastinate. This shows that procrastination is not only related to time management, but also to an individual's ability to manage stress and psychological pressure.

A study conducted by Lukose and Agbeyangi (2022) at Walter Sisulu University showed that most students use social media for more than four hours per day, and nearly 40% admitted that this use hinders the completion of academic tasks. This data shows that long usage times correlate with disruptions to academic productivity. Prolonged use not only reduces study time, but also disrupts sleep patterns and concentration, which ultimately impacts the quality of academic results.

This phenomenon confirms that the relationship between social media addiction and academic procrastination is complex and multidimensional. On the one hand, social media provides significant educational and social benefits. On the other hand, uncontrolled use can interfere with students' self-regulation, time management, and emotional stability. Therefore, understanding this relationship cannot be done partially, but requires a systematic approach through a comprehensive literature review.

A systematic literature review is important to identify the consistency of empirical findings, the mediating and moderating variables involved, and the practical implications for the world of education. By integrating research results from various cultural contexts and educational institutions, a comprehensive picture of the relationship between social media addiction and academic procrastination can be obtained. This review also allows for the identification of research gaps that still need to be explored, such as differences in impact based on educational level, gender, or socioeconomic background.

In general, the literature shows that the higher the level of social media addiction, the greater the tendency for individuals to experience academic procrastination. However, this relationship is influenced by psychological factors such as grit, emotion regulation, intrinsic motivation, and social support. Thus, effective interventions should not only focus on restricting social media use but also on strengthening students' self-regulation and emotion management capacities.

The practical implications of these findings include the importance of digital literacy education in schools and colleges. Students need to be equipped with an understanding of healthy and responsible social media use. In addition, character development programs such as grit training and time management can help reduce the tendency to procrastinate. Emotional support from families and educational institutions also plays an important role in creating a conducive learning environment.

Overall, the phenomenon of social media addiction and academic procrastination is a contemporary issue that requires serious attention from various parties. Social media is not the enemy of education, but its uncontrolled use can have significant academic consequences. Through comprehensive understanding and integrated intervention, these negative impacts can be minimized so that students remain able to utilize digital technology productively and responsibly.

METHOD

This study uses the Systematic Literature Review (SLR) method, which is a research method used to collect, identify, review, and interpret all studies related to a specific topic. This SLR research uses the PRISMA (Preferred Reporting Items for Systematic reviews and Meta-Analyses) guidelines. PRISMA is a series of evidence-based minimum requirements that aim to help authors report various systematic reviews and meta-analyses that assess various benefits (January, 2024). The method was carried out systematically by following the correct research stages or protocol, with the following steps: (1) Defining the topic and criteria, (2) Determining the sources of information, (3) Selecting relevant literature, (4) Collecting articles, and (5) Analyzing articles.

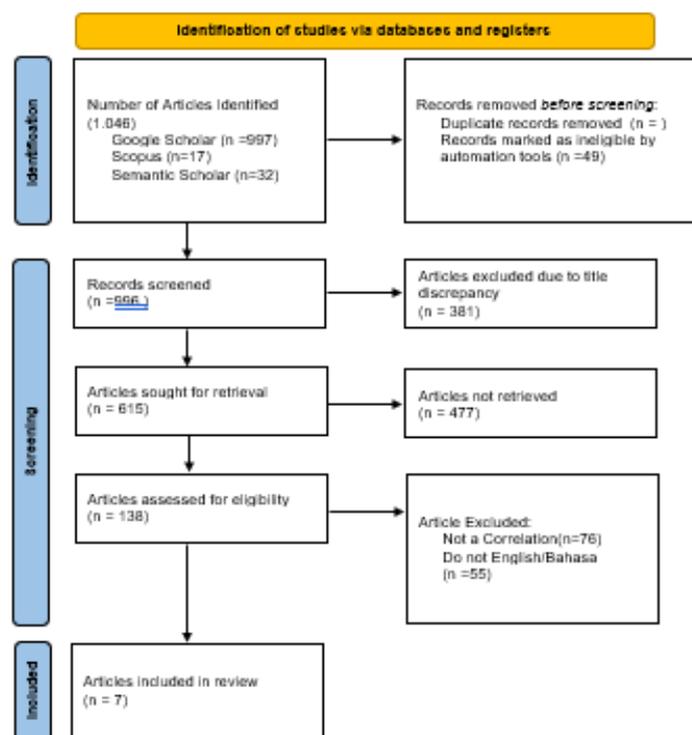
The researchers searched for articles on the topic of the relationship between social media addiction (SMA) and academic procrastination (AP). In this study, the researchers determined four main criteria for selecting articles. The first criterion was publications within the last five years (2020-2025), which aimed to ensure the relevance of the content and the suitability of the empirical data presented with the current research needs. The second criterion was the connection between one variable and another. The third criterion was that the participants were students. The fourth criterion was the use of English or Indonesian.

Articles were searched for using the Publish or Perish application with the Google Scholar, Scopus, and Semantic Scholar databases. To find related articles, the researcher used the English keywords "Social Media Addiction, Academic Procrastination." Searching for articles using English keywords was intended to obtain a wider range of

articles. Based on the search results using the Publish or Perish application, (1,046) articles were found from three databases, namely Google Scholar (997), Scopus (17), and Semantic Scholar (32). The next step was to save the selected articles to the Mendeley application to detect potential data duplication in the collected articles. The final result was 997 articles. After reviewing the titles, abstracts, and the four specified criteria, 990 articles were eliminated because they did not meet the criteria of topic relevance, respondent characteristics, language use, and research objective suitability. Thus, the analysis continued with the seven articles that met all of these criteria. The article selection process was in accordance with the PRISMA steps described in Figure 1.

Figure 1. The PRISMA Flow Diagram for Article Selection

PRISMA 2020 flow diagram for new systematic reviews which included searches of databases and registers only



*Consider, if feasible to do so, reporting the number of records identified from each database or register searched (rather than the total number across all databases/registers).

**If automation tools were used, indicate how many records were excluded by a human and how many were excluded by automation tools.

The analysis of the articles was conducted in three stages. The first stage began with reading the entire content of the articles to understand the context, objectives, and results that each author wanted to convey. In the second stage, the researchers extracted data and summarized it in a table containing information about the author's name, research objectives, methods used, participant characteristics, data collection techniques, and the main findings of each article. The third stage is an in-depth analysis of the summarized data to evaluate various relationships between social media addiction and academic procrastination. This analysis allows researchers to identify similarities and differences

in the context of Indonesian university students or school students. The results of this evaluation are discussed in more detail in the results and discussion section.

RESULTS AND DISCUSSION

Based on the analysis of seven articles, it was found that social media addiction and procrastination are interrelated. However, the significance of this relationship varies. A summary of the content of each article is presented in table form.

Table 1. Article Conclusions

RESEARCHER	PURPOSE	METHOD	SAMPLE	DATA COLLECTING TECHNIQUES	RESULTS
(FAUZI ET AL., 2022)	To find out the influence of social media addiction and online games on the academic procrastination of grade IX students of SMP Brawijaya Smart School Malang for the 2021-2022 school year.	Correlation	247 Students	The Scale of Social Media Addiction Online Game Addiction Scale Academic Procrastination Scale	There is a significant influence between social media addiction and online gaming on academic procrastination.
(ALVIA ET AL., 2024)	Analyzing the relationship between loneliness, social media addiction, and academic procrastination among students of SMKN 3 Seluma	Correlation	100 Students	Skala kesepian (UCLA Loneliness Scale) Young's Social Media Addiction Scale Skala prokrastinasi akademik (Tuckman's Procrastination Scale)	Social media addiction had a positive and significant effect on academic procrastination, with a correlation coefficient of 0.849.

<p>(FATH URRAH MAN ET AL., 2024)</p>	<p>Knowing the influence of social media addiction on the academic procrastination of students of the University of Muhammadiyah Palopo</p>	<p>Correlation</p>	<p>200 Students</p>	<p>Social Media Addiction Scale (KMS) Academic Procrastination Scale (SPA)</p>	<p>Based on data analysis, it was found that there was a significant influence between social media addiction and academic procrastination of UM Palopo students, with a value of $\beta = 0.016$ and $p < 0.05$. This means that the higher the level of social media addiction, the higher the level of academic procrastination experienced by students</p>
<p>(NAUS HAD ET AL., 2025)</p>	<p>Assessing the correlation between social media addiction and academic procrastination among medical students at a</p>	<p>Correlation</p>	<p>3366 Students</p>	<p>Social Media Addiction Scale (SMAS) Academic Procrastination Scale (APS)</p>	<p>There was a significant positive correlation between social media addiction</p>

	university in Peshawar.				and academic procrastination (correlation coefficient $r=0.539$), suggesting that the higher the social media addiction, the higher the rate of procrastination.
(XIAN & YING, 2022B)	Investigate the role of grit mediation in the relationship between social media addiction and academic procrastination among young students in Malaysia.	Correlation	88 Students	Social Media Addiction Scale – Student Form Academic Procrastination Scale – Short Form Short Grit Scale (Duckworth & Quinn, 2009)	The results of the analysis showed that social media addiction was negatively related to grit levels and positively to academic procrastination.
(CHIDI ET AL., 2024)	Examining the relationship between social media dependence and academic procrastination among students of the Faculty of Social Sciences at Enugu State University	Correlations	130 Students	The Academic Procrastination Scale by McCloskey. The Scale of Social Media Dependence by Sahin.	No significant association was found between social media dependence and academic procrastination.

						ation among college students.
(ANIER OBI ET AL., 2021)	The main objective of this study was to investigate the relationship between social media dependence and academic procrastination and academic achievement among students of Nnamdi Azikiwe University, Awka, Nigeria.	Correlation	965 Students	Social Media Addiction Scale (SMAS)	<i>Academic Procrastination Scale (APS)</i>	There is a positive and significant relationship between social media dependence and academic procrastination.

Based on the table above, there are seven articles that examine the relationship between social media addiction and academic procrastination, both in school and university students. Most studies show that there is a positive and significant relationship between social media addiction and academic procrastination, although the strength of the relationship varies. The study by Alvia et al. (2024) recorded the strongest relationship with a correlation coefficient of 0.849, supported by the presence of loneliness factors and the use of valid instruments. Similar results were also found by Naushad et al. (2025) among medical students ($r = 0.539$), as well as by Fathurrahman et al. (2024), albeit with a weaker effect ($\beta = 0.016$). Another study by Xian & Ying (2022) added that grit is an important mediator that influences the strength of this relationship, where individuals with low grit are more prone to procrastination due to social media addiction.

For example, research by Anierobi et al. (2021) on 965 students in Nigeria found that excessive social media use was significantly associated with academic procrastination behavior. The results of the study stated that 76.17% of students in the study experienced moderate to high levels of academic procrastination. Meanwhile, a study by Naushad et al. (2025) involving 3,366 students from various universities in Pakistan showed that 81% of students were addicted to social media, 63% showed moderate academic procrastination, and 34% were at a high level. The correlation analysis in this study indicates a strong relationship between social media addiction and academic procrastination with a coefficient value of $r=0.539$, which means that approximately 29% of the variation in procrastination can be explained by social media addiction.

Fathurrahman et al. (2024), through their research on students at Muhammadiyah University Palopo, found that social media addiction has a significant influence on academic procrastination. Students who spend a lot of time accessing social media tend to procrastinate, lack focus, and have difficulty managing their study time. Similar findings were also obtained in a study by Fauzi et al. (2022) who observed 100 ninth-grade students. This study showed that social media and online game addiction significantly increased academic procrastination with a very strong significance value ($p=0.000$), indicating that excessive use of social media has a negative impact on task completion. Research by Alvia et al. (2024) showed a very strong relationship between social media addiction and academic procrastination with a coefficient of 0.849. However, in this study, loneliness was also one of the psychological factors that strengthened students' tendency to use social media compulsively and neglect their academic obligations.

Unlike the majority of research findings, Chidi et al. (2024) found that social media addiction has no significant relationship with academic procrastination. In this study, students did spend a considerable amount of time on social media, but their procrastination behavior was not directly influenced by this. This shows that factors such as motivation, academic pressure, and time management skills can also significantly influence procrastination behavior. Meanwhile, research by Xian & Ying (2022) in Malaysia found that social media addiction has a negative impact on psychological resilience, which then contributes to an increase in academic procrastination. Students with low levels of psychological resilience tend to be more easily distracted by social media and are more prone to delaying academic work. Overall, the majority of findings from the reviewed studies support a significant relationship between social media addiction and academic procrastination, both among school students and university students. However, there are also results that show no relationship or influence, indicating that the relationship between these two variables may be influenced by psychological factors.

DISCUSSION

The development of digital technology has brought significant changes to social interaction patterns and individual learning behaviors. Social media has become an integral part of daily life, especially among students. Digital platforms are not only used as a means of communication, but also as a medium for entertainment, self-actualization, and information seeking. However, high intensity of use over a long period of time can develop into an addictive pattern known as social media addiction. This condition is characterized by a compulsive urge to continuously access social media, difficulty controlling the duration of use, and the emergence of disturbances in academic and social functioning. One of the most common effects associated with social media addiction is an increase in academic procrastination.

Academic procrastination is an individual's tendency to deliberately delay the completion of academic tasks, even though the individual realizes that the delay may have negative

consequences. This delay is not simply a matter of bad habits or poor time management, but involves complex cognitive, emotional, and behavioral dynamics. In this context, various studies show a consistent and significant relationship between social media addiction and academic procrastination. The higher an individual's level of dependence on social media, the greater their tendency to delay academic tasks. This relationship can be understood through the mechanism of self-regulation. Self-regulation refers to an individual's ability to control their thoughts, emotions, and behavior in order to achieve long-term goals.

Social media provides instant gratification in the form of entertainment, social responses, and self-validation, which are psychologically more appealing than academic activities that require high cognitive effort and deep concentration. When individuals choose instant gratification over long-term achievements more often, their self-regulation abilities weaken. This condition encourages procrastination, as individuals are more easily distracted and less able to maintain their commitment to academic tasks. In addition, social media addiction has an impact on time management disruption. Study time that should be allocated for reading, completing assignments, or preparing for exams is often replaced by recreational online activities. Repeated and uncontrolled use of social media causes a significant shift in time. In the long term, this habit forms an ineffective work pattern, where individuals are accustomed to completing tasks close to the deadline or even past the specified deadline. This pattern reinforces the cycle of procrastination and reduces the quality of academic results.

Exposure to fast-paced and diverse digital content also affects individuals' attention patterns. Social media is designed to maintain user attention through algorithms that continuously display content. As a result, individuals become accustomed to instant stimulation and rapid changes in information. When faced with academic tasks that require sustained concentration, individuals tend to feel bored or impatient. This decline in the ability to maintain focus further increases the likelihood of task procrastination, as academic activities feel more burdensome than more enjoyable digital activities.

Although the relationship between social media addiction and academic procrastination is quite strong, this phenomenon cannot be explained by a single factor. Academic procrastination is the result of the interaction of various psychological and environmental factors. One important factor is intrinsic motivation. Individuals who have a strong internal drive to learn and achieve academic success tend to be better able to control their use of social media. Intrinsic motivation provides clear direction and purpose, allowing individuals to focus more on academic achievement rather than digital distractions. Conversely, individuals with low motivation are more easily caught up in activities that provide instant gratification.

Another psychological factor that plays a role is grit, which is a combination of perseverance and consistency of interest in long-term goals. Individuals with high levels of grit show resilience to distractions and remain committed to academic targets despite

facing various distractions. In the context of social media addiction, grit acts as a protective factor that can weaken the negative impact of excessive use on procrastination behavior. Conversely, individuals with low grit are more prone to procrastinate because they lack resilience to digital temptations. Loneliness has also been shown to be a variable that strengthens the relationship between social media addiction and procrastination. Individuals who experience loneliness tend to use social media as a means of social compensation. Online interactions become an alternative to fulfill their need for affiliation and emotional support.

However, use driven by emotional needs often lasts longer and is more intense, increasing the risk of addiction. In this situation, social media becomes not only an academic distraction, but also a mechanism for escaping pressure or emotional discomfort. Academic pressure further complicates the dynamics of procrastination. High workloads and high performance expectations can trigger academic anxiety. For some individuals, this anxiety encourages avoidance as a coping strategy, which manifests itself in the form of procrastination. Social media then becomes a means of distraction that provides temporary relief from academic stress. This cycle repeats itself and reinforces the relationship between stress, social media use, and task postponement. The long-term impact of the combination of social media addiction and academic procrastination is quite significant. A decline in academic performance is the most obvious consequence. In addition, individuals are also at risk of chronic stress due to the accumulation of tasks and approaching deadlines. Sleep disturbances often arise due to social media use late into the night, which ultimately reduces concentration and productivity. In the long term, procrastination habits can carry over into the workplace and affect professional performance.

Given this complexity, effective interventions cannot be partial. A comprehensive approach is needed to address the root causes of the problem. Digital literacy education is an important first step in helping individuals understand the risks of uncontrolled social media use. Self-regulation and time management training can help students develop behavioral control skills. Character building, such as discipline and perseverance, also needs to be integrated into the education system. In addition, emotional support from family and the educational environment plays an important role in reducing loneliness and academic stress. Psychological counseling approaches can also be effective intervention strategies. Interventions based on emotional regulation and long-term goal reinforcement help individuals build awareness of the consequences of procrastination. Thus, changes occur not only in behavior, but also in mindset and emotion management.

Overall, the relationship between social media addiction and academic procrastination is significant and consistent, but not deterministic. Social media is not the only cause of procrastination, but rather one factor that interacts with psychological conditions and the learning environment. A comprehensive understanding of these dynamics is important so that interventions are not only focused on restricting social media use, but also on strengthening individuals' psychological capacity. With a comprehensive approach, it is

hoped that procrastination behavior can be reduced and students' academic well-being can improve sustainably.

CONCLUSION

In general, there is a consistent and significant relationship between social media addiction and academic procrastination. The higher the level of social media addiction, the greater the tendency for individuals to delay academic tasks. This addiction has an impact on the ability to manage time, maintain focus, and complete academic responsibilities in a timely manner. However, procrastination is also influenced by other factors such as intrinsic motivation, academic pressure, and self-regulation abilities. In addition, psychological factors such as grit and loneliness have been shown to strengthen the relationship between social media addiction and procrastination behavior. These findings confirm that academic procrastination is a complex phenomenon, influenced not only by social media use but also by psychological conditions and the learning environment. Therefore, effective interventions require a comprehensive approach, including digital literacy education, character building, and ongoing emotional and social support from the educational environment and family.

REFERENCES

- Al-Shaibani, M. H., Hejab, M., & Shaibani, A. (2020). Academic Procrastination Among University Students in Saudi Arabia and Its Association with Social Media Addiction. *Psychology and Education*, 57(8), 1118–1124. www.psychologyandeducation.
- Alvia, I., Saparahayuningsih, S., & Sinthia, R. (2024). The Corelations of Loneliness with Social Media Addiction to Academic Procrastination in Adolescents. In *G-Couns: Jurnal Bimbingan dan Konseling* (Vol. 8, Issue 3, pp. 1363–1374). Universitas PGRI Yogyakarta. <https://doi.org/10.31316/gcouns.v8i3.5899>
- Anierobi, E. I., Etodike, C. E., Okeke, N. U., & Ezennaka, A. O. (2021). Social Media Addiction as Correlates of Academic Procrastination and Achievement among Undergraduates of Nnamdi Azikiwe University Awka, Nigeria. In *International Journal of Academic Research in Progressive Education and Development* (Vol. 10, Issue 3). Human Resources Management Academic Research Society (HRMARS). <https://doi.org/10.6007/ijarped/v10-i3/10709>
- Behzad, R. (2021). The relationship between smartphone addiction and procrastination. *Annals of the Romanian Society for Cell Biology*. <https://search.proquest.com/openview/4f1a97960b2bc25306dfae3d445900e9/1?pq-origsite=gscholar&cbl=2031963>
- Chavez, S. E. F., Vera-Calmet, V. G., Aguilar-Armas, H. M., Alva, L. A. Y., Ballesteros, M. A. A., & Silva, C. E. A. (2025). Social Media Addiction and Procrastination in Peruvian University Students: Exploring the Role of Emotional Regulation and Age Moderation. In *Healthcare* (Vol. 13, Issue 9, p. 1072). MDPI AG. <https://doi.org/10.3390/healthcare13091072>

- Chidi, U. B., Formella, Z., & Loveth, U. E. (2024). Social Media Addiction as Correlate of Academic Procrastination Among Students of Faculty of Social Sciences in Enugu State University of Science and In *Forum Pedagogiczne*. bibliotekanauki.pl. <https://bibliotekanauki.pl/articles/59445297.pdf>
- Fathurrahman, F., Nurhayati, A., & ... (2024). The Effect of Social Media Addiction on Academic Procrastination of UM Palopo Students. *International* <http://journal.conference.umpalopo.ac.id/index.php/icbens/article/view/227>
- Fauzi, M., Lasan, B. B., & Simon, I. (2022). Pengaruh Kecanduan Media Sosial dan Game Online terhadap Prokrastinasi Akademik Peserta Didik. In *Jurnal Pembelajaran, Bimbingan, dan Pengelolaan Pendidikan*. <https://doi.org/10.17977/um065v2i52022p471-478>
- Januari, N. (2024). *JURNAL ILMIAH M-PROGRESS JURNAL ILMIAH M-PROGRESS*. 14, 1–11.
- Lukose, J. M., & Agbeyangi, A. O. (2022). *IS SOCIAL MEDIA HINDERING OR HELPING ACADEMIC PERFORMANCE? A CASE STUDY OF WALTER SISULU UNIVERSITY BUFFALO CITY CAMPUS*.
- Meier, A., Beyens, I., Pouwels, J. L., Siebers, T., & ... (2021). *Mobile social media habits and procrastination among adolescents: Investigating between-person, within-person, and person-specific associations*. osf.io. <https://osf.io/squ69/resources>
- Naushad, K., Jamil, B., Khan, N. A., & Jadoon, M. (2025). Correlation between social media addiction and academic procrastination in medical students at public and private medical colleges at Peshawar. In *Pakistan Journal of Medical Sciences* (Vol. 41, Issue 3, pp. 837–842). *Pakistan Journal of Medical Sciences*. <https://doi.org/10.12669/pjms.41.3.9276>
- Przepiorka, A., Blachnio, A., & Cudo, A. (2023). Procrastination and problematic new media use: The mediating role of future anxiety. In *Current Psychology*. Springer. <https://doi.org/10.1007/s12144-021-01773-w>
- Schou, C., Pallesen, S., & Grif, M. D. (2017). *Addictive Behaviors The relationship between addictive use of social media , narcissism , and self-esteem : Findings from a large national survey* ☆. 64, 287–293. <https://doi.org/10.1016/j.addbeh.2016.03.006>
- Steel, P., & Klingsieck, K. B. (2016). Academic Procrastination: Psychological Antecedents Revisited. *Australian Psychologist*, 51(1), 36–46. <https://doi.org/10.1111/ap.12173>
- Xian, L. C. T., & Ying, S. H. P. (2022a). Relationship between social media addiction levels and academic procrastination among undergraduate students in Malaysia: Grit as the mediator. In *Advanced Journal of Social* <https://pdfs.semanticscholar.org/c5c0/278f9db2fe3d7f955eae87cc4191b5128a07.pdf>
- Xian, L. C. T., & Ying, S. H. P. (2022b). Relationship between Social Media Addiction

Levels and Academic Procrastination among Undergraduate Students in Malaysia: Grit as the Mediator. *Advanced Journal of Social Science*, 11(1), 13–27. <https://journals.ajr.org/index.php/ajss/article/view/5604>