



Academic Procrastination of Students at SMAN 6 Prabumulih in Terms of the Intensity of Smartphone Usage

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Abstract

This study describes the level of academic procrastination of class XI students at SMAN 6 Prabumulih regarding the intensity of smartphone usage. The method used in this research is descriptive quantitative. The data collection technique distributed research instruments, namely questionnaires with a Likert scale model. The data obtained were then analyzed using categorization formulas and percentages (%). The population in this study were all 263 students of class XI at SMAN 6 Prabumulih who were active smartphone users, with a sample selected by simple random technique of 158 students based on the calculation of sampling using the Slovin formula. The results of this study indicate that, in general, students have a medium level of academic procrastination when viewed from the intensity of their smartphone usage.

Keywords: academic procrastination, intensity of smartphone use, self-control, time management

INTRODUCTION

The rapid advancement of technology and the development of the era make the current use of technological tools in society more stable. Etymologically, the word technology comes from Greek, namely "technologia", where tech means skill and logic means knowledge (Sobon & Mangundap, 2019). Technology is a variety of needs and facilities in the form of various equipment or systems that provide human comfort and convenience. One technological tool that is widely used by the public is the smartphone. The survey results on the use of Information Technology and Communication (ICT) and its implications for sociocultural aspects of society in Indonesia show that most Indonesians already have a smartphone (Musdalifah & Indriani, 2017).

The smartphone is a mobile phone with an operating system for society at large; its function is to send messages and phones, and the user can freely add applications, add functions or change as desired (Baridwan, 2004). Currently, smartphone use is a basic or primary daily need. The presence of smartphone technology in human life cannot be avoided again, given the many functions facilitating every human activity (Mohta & Halder, 2021).

Along with their development, adults own smartphones, rampant among teenagers, such as students (Hudaya, 2018). However, the presence of smartphones in circle students causes a lot of negative impacts in various aspects, especially academic aspects (Abbasi, Jagaveeran, Goh, & Tariq, 2021). Uncontrolled smartphone use, which is good for students, can negatively affect students' academic activities. One problem that arose due to this phenomenon is academic procrastination (Li, Gao, & Xu, 2020).

Procrastination comes from Latin, which consists of two words, namely *procrastinus*, where the word "pro" means forward or push forward, and the word "crastinus", which means belonging to tomorrow or can be interpreted as belonging to the day tomorrow. The two words are combined to form "procrastinus", which means the meaning of forward it to tomorrow, that is, to continue tomorrow or in other words, the notion of *procrastinus* is a decision to postpone work to the next day (Pradinaputri & Sumaryanti, 2018). Meanwhile, according to Ilyas and Suryadi (2017), academic procrastination is a delay done intentionally and repeatedly by doing other activities that could be more beneficial.

As a result of being complacent with the use of smartphones, students tend to need help managing their time well (Syifa, 2020). This can cause them to need more time to complete academic assignments. Academic procrastination behaviour can affect learning outcomes or

student achievement and also cannot avoid the possibility of dropping out (Asri & Dewi, 2014). Besides that, according to research by Ragusa et al. (2023), this procrastination behaviour can impact the psychological aspects of students, such as stress and academic anxiety.

Several factors can cause academic procrastination behaviour. Wangid (2014), classifies two factors that affect academic procrastination; the first is internal factors that come from within the individual, including physical and psychological conditions, and the second is external factors that come from outside the individual, such as environmental conditions (family, friendships and society), task characteristics and so on etc. A procrastinator usually has aspects that include perspectives based on assumptions that are not realistic, thereby strengthening his urge to perform the behaviour of procrastination such as being late in starting work or tasks that are owned, the nature of perfectionism, tends to ignore priorities and lack of confidence in their abilities (Suparman et al., 2020). Meanwhile, according to McCloskey (Oktarini, 2021), indicators of academic procrastination include self-confidence, impaired attention, time management skills and laziness.

School It is a place for students to get a good education. It is fitting for students to follow every learning process properly to support achieving the goals of education, one of which is to do the tasks given by the teacher as educators in school as possible and on time. However, many students often procrastinate by postponing starting or doing their academic assignments because they are more interested in doing other activities that are considered more fun, like using a smartphone to open social media or play games (Margaretha, Saragih, Mariana, & Simatupang, 2022).

Based on preliminary studies, researchers have found that almost all students are active smartphone users (Tian et al., 2021). Most of

them have yet to be able to control the use of smartphones properly. It is known that students need help to be separated from using smartphones. They can use a smartphone for more than 8 hours per day. This matter certainly has a great impact on their learning activities. The students admitted that they frequently procrastinated doing assignments because it was too late. They were engrossed in using smartphones; finally, some do homework at school and often collect them late. Besides that, it was also found that students did not collect assignments at all due to using more spare time to play on their smartphones while at home. If this continues to happen, it can have an impact on the academic aspects of students. Therefore, it is important to study further so that it encourages researchers conducted this research to see the level of academic procrastination of class XI students at SMAN 6 Prabumulih in terms of the intensity of the use of smartphones so that they can be taken advantage of by various parties, especially the school and students to minimize the occurrence of academic procrastination and controlling behaviour smarter use of smartphones.

Based on preliminary studies, researchers have found that almost all students are active smartphone users (Fadhilah, Hayati, & Bashori, 2021). Most students have yet to be able to control the use of smartphones properly. Students need help to be separated from smartphones because they can use smartphones for more than 8 hours per day, greatly impacting their learning activities. Students frequently procrastinated doing assignments because they were engrossed in using smartphones; some did homework at school and often collected students late (Rosidah, Nurdin, Saikhoni, Hendrowati, & Tianto, 2022). Besides that, it was also found that students did not collect assignments at all due to using more spare time to play on their

smartphones while at home; if this continues to happen, it can have an impact on the academic aspects of students (Aurelia & Ningsih, 2021).

From the background that has been described, researchers are interested in knowing the level of academic procrastination in terms of the intensity of the use of smartphones. The novelty of this research from previous research lies in the method used; if the previous study used the correlation method, then this study used a descriptive method to describe students' academic procrastination level in terms of the intensity of smartphone use. This study does not aim to find how strong the influence between interrelated variables is but to describe a phenomenon that occurs in the field and answer the research problem. Benefits from the results of this research are expected to provide insight or knowledge for schools, guidance and counselling teachers and students to minimize or overcome academic procrastination behaviour that occurs due to the intensity of smartphone use.

RESEARCH METHODS

The method used in this research is descriptive quantitative. The research was conducted at SMAN 6 Prabumulih. The population in this study were all 263 students of class XI at SMAN 6 Prabumulih who were active smartphone users based on preliminary studies that had been conducted. The sampling technique used is simple random sampling. To determine the number of samples, the researchers used the Slovin formula that obtained 158 samples. This research uses the instrument of a questionnaire with a Likert scale model.

Researchers adopt instruments from studies by Zhou, Liu, Ye, Wang, Xia, and Liu (2022). Expert lecturers have tested this instrument, which has also been tested on several respondents outside the research. The test results of the instrument are calculated using the formula product-moment correlation, resulting in 33 items of valid

statement. Meanwhile, measurement instrument reliability was carried out through the Cronbach Alpha test.

Based on the results obtained from the reliability test coefficient, Cronbach Alpha equals 0.919. Due to the Cronbach Alpha value being determined to be > 0.257 , it can be concluded that the instrument is reliable and included in the very high category, so it is ready to be used and distributed to the research sample. This study uses the calculation formula percentage (%) to analyze the data obtained. Then, to categorize data according to level, researchers use testing the tendency of the variable as follows:

Table 1

Data Categorization

Coefficient Intervals	Category
$X \geq M + 1SD$	High
$M - 1SD \leq X < M + 1SD$	Medium
$X < M - 1SD$	Low

Notes:

M = Mean (average value)

X = Respondent's score

SD = Standard Deviation

RESEARCH RESULT

Level of Academic Procrastination of Class XI Students at SMAN 6 Prabumulih

Based on the table above, it is known that the level of procrastination academic performance in 158 students of class XI at SMAN 6 Prabumulih partially large is at a medium level, namely as many as 115 students with a percentage of 73%, then in second place there are 26 students at a high level of academic procrastination with a percentage of 16%. In last place, there are 17 students at a low level with a percentage of 11%.

Table 2

Percentage of Student Academic Procrastination Levels

Category	Intervals	Frequency	Percentage
High	$X \geq 134$	26	16%
Medium	$99 \leq X < 134$	115	73%
Low	$X < 99$	17	11%
Amount		158	100%

Intensity of Smartphone Usage for Class XI Students at SMAN 6 Prabumulih

Data regarding the intensity of students' smartphone use in class XI at SMAN 6 Prabumulih is presented in more detail in the table below:

Table 3

Percentage of Students Smartphone Usage Intensity Levels

Category	Intervals	Frequency	Percentage
High	$X \geq 108$	28	18%
Medium	$77 \leq X < 108$	114	72%
Low	$X < 77$	16	10%
Amount		158	100%

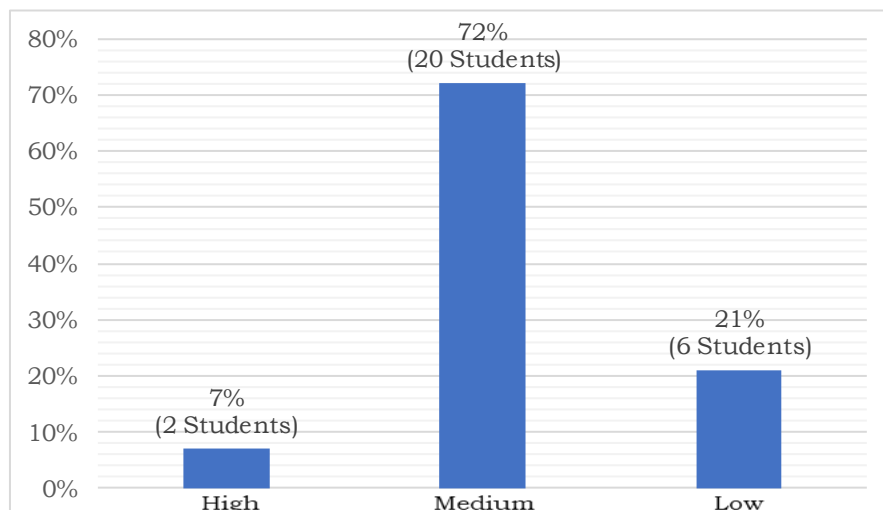
From the data above, it can be concluded that the intensity of smartphone use in class XI students at SMAN 6 Prabumulih are in the medium category with a percentage of 72%, i.e. as many as 114 students. Meanwhile, in second place were 28 students in the high category with a percentage of 18%. The last order is in the low category with a percentage of 10%, namely as many as 16 students.

Level of Academic Procrastination of Class XI Students at SMAN 6 Prabumulih Judging From the Intensity of Smartphone Usage

When viewed from the intensity of smartphone use according to the level, the data on the level of academic procrastination of class XI students at SMAN 6 Prabumulih is as follows:

Graph 1

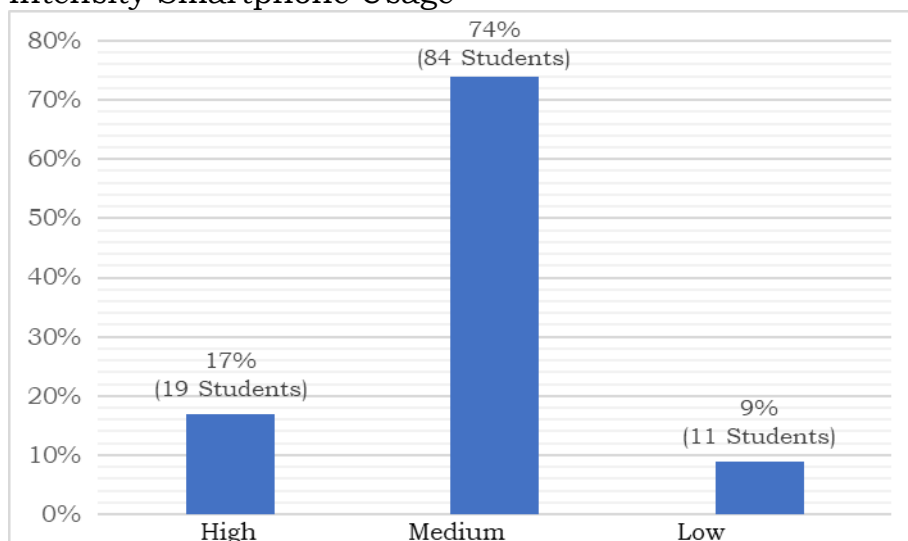
Levels of Academic Procrastination of Student Judging by the High Intensity Smartphone Usage



Based on the diagram above, it is known that there are 28 students with high smartphone usage intensity. Most of the student's academic procrastination with the intensity of use of the high smartphone is in the medium category with a percentage of 72%, namely 20 students. Then, as many as six students are in the low category, with a percentage of 21%, and in the last position is the high category, with a percentage of 7%, namely as many as two students.

Graph 2

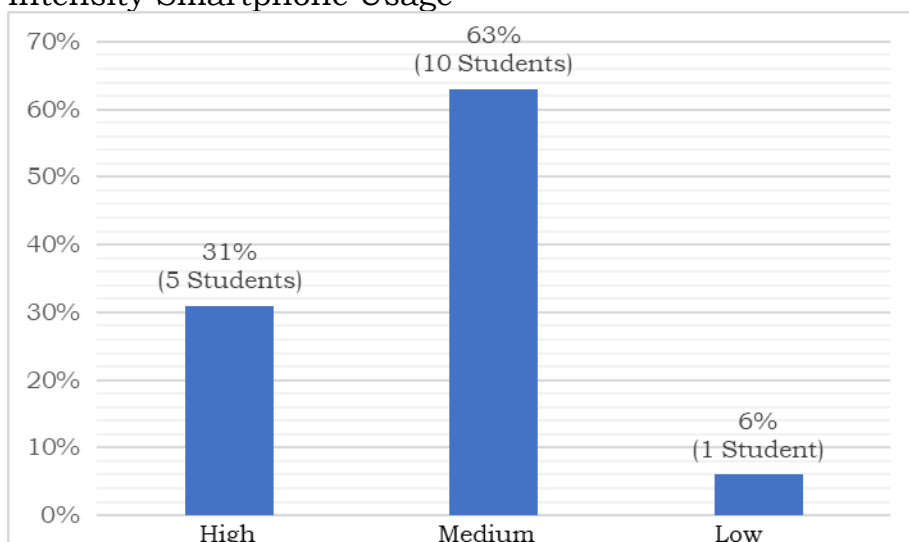
Levels of Academic Procrastination of Student Judging by the Medium Intensity Smartphone Usage



The diagram above shows that there are 114 students whose intensity of smartphone use is in the medium category. Based on the data above, it can be concluded that the level of student academic procrastination, when viewed from the intensity of smartphone use, is medium, so in the first place, most students are in the medium category with a percentage of 74%, namely as many as 84 students. In the high category, there are 19 students, a percentage of 17%, and in the low category, there are 11 students, a percentage of 9%.

Graph 3

Levels of Academic Procrastination of Student Judging by the Low Intensity Smartphone Usage



Based on the diagram above, it is known that there are 16 students with low smartphone usage intensity. If associated with the level of procrastination, the data obtained shows that most of the student's academic procrastination is in the medium category with a percentage of 63%, namely as many as ten students. Meanwhile, in second place, students are in the high category with a percentage of 31%, namely as many as five students. Then, in the last sequence is the low category with a percentage of 6%, that is only one student.

DISCUSSION

Academic procrastination is the behaviour of postponing or working on academic tasks that are done intentionally and repeatedly. Students who perform the behaviour of academic procrastination experience delays in submitting assignments and not maximum results or academic grades that can affect class promotion or graduation (Akpur, 2020). Academic procrastination can also hurt one's self and mentality, leading to stress and anxiety due to chasing deadlines or time limits that have been determined to solve (Rusdana, Fitriana, & Mujiono, 2022).

Based on the analysis of the data obtained from the research, it can be seen that 115 students are at a medium level of academic procrastination, with a percentage of 73%. In the second order, there are 26 students with a high level of academic procrastination, with a percentage of 16%, and in the last sequence, there are 17 students who are at a low level, with a percentage of 11%. Therefore, it is known that the average level of academic procrastination of class XI students at SMAN 6 Prabumulih is in the medium category. This is in line with the results of research conducted by Gracelyta and Harlina (2021) that the level of student academic procrastination, which includes four aspects, is in the medium category with a percentage of 63.35%. Based on the results of this research, it is known that there are no significant differences between the levels of students' academic procrastination from 2021 to 2023.

According to Yuniar (2013), intensity is the level of frequency at which someone does something based on feeling happy about what he did. Meanwhile, the definition of the intensity of smartphone use is an individual's level of frequency in using small devices with advanced features that can facilitate various purposes and provide pleasure or entertainment that is done repeatedly. Based on preliminary study data,

it is known that the average intensity level of smartphone use in class XI students at SMAN 6 Prabumulih is in the medium category with a percentage of 71%. They were then followed by the high category with the percentage of 16% and the remaining low category with the percentage of 13%. Almost all respondents are active smartphone users. Most students spend time using smartphones with a duration of 2-8 hours per day, and it was found that students used smartphones for more than 8 hours per day.

The results of another study stated that 51.1% Teenagers spend time using smartphones around 3-5 hours a day, and it was also found that 22.2% of teenagers used it smartphone for more than 6 hours (Noviana, Hubeis, & Hamzah, 2016). Known students most use smartphones to play social media with a percentage of 83.4%. Then the second, frequent students use a smartphone for browsing or internet purposes with a percentage of 50.8%. The rest is for shopping purposes online with a percentage of 38.7% and play online games by 34.7%. Students use smartphones anywhere either at home, at school or outside. This matter in line with research conducted by Eichenberg, Schott, and Schroiff (2020), that the main features on smartphones that are frequently accessed by students are social media such as Instagram, Whatsapp, Snapchat, Facebook. Students spend their time playing smartphones anytime both during free time and in learning activities at school. Smartphones provide many functions or features that can make students feel more interested than having to complete assignments academic (Santoso & Wibowo, 2022).

Based on the data obtained, when viewed from the intensity of smartphone usage, whether it is low, medium or high, the level of student academic procrastination is very diverse. However, most of the student's level of academic procrastination is in the medium category, which in this case is seen from the intensity of their smartphone use.

The results of research conducted by Qaisar, Akhter, Masood, and Rashid (2017) highlighted the resulting adverse effects of the use of smartphones among students on academic aspects, namely the emergence of the phenomenon of academic procrastination as well as the effect on the low value obtained. This matter shows that the use of smartphones has a link to the level of student academic procrastination.

The phenomenon of the intensity of smartphone use in Indonesia generally occurs in access to games and media applications which has a negative impact on the academic aspects of students (Muflih, Hamzah, & Purniawan, 2017). The results of this study also show that the most frequent use of smartphones by students is for the purposes of accessing social media with a percentage of 83.4%. This is in line with the results of research by Anggunani and Purwanto (2019) who stated that it was considered more attractive using the internet excessively instead of completing tasks academic. This excessive behavior can allow birth academic procrastination in students who are mostly not good at manage time and determine learning strategies. There are smartphones that provide advanced services or features for exploring the social media can cause individuals to not be able to control themselves properly (Košíková, 2020).

Low self-control can increase actions academic procrastination in individuals. This is because low self-control will lead to inability to individual to refrain from doing something. Such behavior accompanied by ignoring the impact or consequences that will occur in the long term (Ursia, Siaputra, & Sutanto, 2013). So from this explanation, academic procrastination can be said to be reasonable occurs due to low self-control. Academic procrastination is significantly negatively related with academic achievement. This shows that the more students delay in doing their academic assignments, the less academic achievement they

will get (Zega, 2022). In other words, academic procrastination behavior carried out by students can have an impact on not optimal results what they will learn.

CONCLUSION

Based on the research that has been done, students generally have a level of academic procrastination in the medium category when viewed from the intensity of smartphone use. From the results of this study, efforts will be made by various parties to overcome the phenomenon of academic procrastination in students, especially due to the use of smartphones. The efforts that the school can make are to limit the use of smartphones by students and guide students to be able to do assignments on time. The role of guidance and counselling teachers in schools also needs to take several steps to overcome this problem. In addition, parents also need to control their children's smartphone usage and pay attention to their learning process while at home. The next most important effort is made by the students themselves, namely by managing their time better, making priority scales and controlling smartphone use. For better research progress, researchers can further measure students' academic procrastination from various aspects, expand population coverage, and review other aspects that should have a relationship or impact on students' academic procrastination behavior.

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