

# Internet Addiction and Academic Procrastination: Exploring the Relationship Among Students of SMAN 1 Gabus

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## Abstract

High school students have a close relationship with technology, making them vulnerable to internet addiction, which may lead to negative consequences such as academic procrastination. This study aimed to examine the relationship between internet addiction and academic procrastination among students. A quantitative method with a correlational design was employed. Data were collected through an online survey using the Internet Addiction Test (IAT) ( $\alpha = 0.932$ ) and the Procrastination Assessment Scale–Students (PASS) ( $\alpha = 0.929$ ). The sample consisted of 286 students from SMAN 1 Gabus, selected using incidental sampling. Data analysis was conducted using SPSS version 25, including normality testing, linearity testing, and Pearson correlation analysis. The results indicated a significant positive relationship between internet addiction and academic procrastination ( $r = 0.567$ ;  $p < 0.001$ ), indicating a moderately strong association. Higher levels of internet addiction were associated with higher levels of academic procrastination among students. These findings highlight the importance of managing internet use to reduce the risk of academic procrastination among high school students.

**Keywords:** Internet addiction; academic procrastination; high school students; technology dependence

## Abstrak

Siswa SMA memiliki keterkaitan yang erat dengan teknologi, sehingga rentan mengalami adiksi internet yang dapat berdampak negatif, salah satunya prokrastinasi akademik. Penelitian ini bertujuan untuk mengeksplorasi hubungan antara adiksi internet dan prokrastinasi akademik pada siswa. Penelitian menggunakan metode kuantitatif dengan desain korelasional. Data dikumpulkan melalui survei daring menggunakan Internet Addiction Test (IAT) ( $\alpha = 0,932$ ) dan Procrastination Assessment Scale–Students (PASS) ( $\alpha = 0,929$ ). Sampel penelitian terdiri atas 286 siswa SMAN 1 Gabus yang dipilih dengan teknik sampling insidental. Analisis data dilakukan menggunakan SPSS versi 25 dengan uji normalitas, uji linearitas, dan uji korelasi Pearson. Hasil analisis menunjukkan adanya hubungan positif yang signifikan antara adiksi internet dan prokrastinasi akademik ( $r = 0,567$ ;  $p < 0,001$ ), yang menunjukkan hubungan cukup kuat. Semakin tinggi tingkat adiksi internet, semakin tinggi tingkat prokrastinasi akademik siswa. Temuan ini menegaskan pentingnya pengelolaan penggunaan internet untuk menekan risiko prokrastinasi akademik pada siswa SMA.

**Kata kunci :** Adiksi internet; prokrastinasi akademik; siswa SMA; ketergantungan teknologi

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## **Introduction**

Education plays an essential role in human life, indicating that every individual in Indonesia has the right to access education and is expected to continuously develop themselves through educational processes. Education, in general, can be defined as a life-long process aimed at developing each individual's potential so that they are able to live a better and more sustainable life (Alpian et al., 2019). Being educated is highly important, as education shapes individuals to become useful members of society for their country and nation. One form of formal education in Indonesia is senior high school (SMA).

Senior high school students are generally in a developmental stage characterized as adolescence. Sawyer et al. (2018) explain that adolescence is a transitional developmental phase connecting childhood and adulthood, encompassing biological, cognitive, and socio-emotional changes, beginning around the ages of 10 to 13 and ending between 18 and 22 years old. Adolescence is a period marked by many changes: hormonal and physical transformations, shifts in the social environment, as well as changes in brain development and cognitive processes (Blakemore, 2019). Adolescents are able to develop more advanced reasoning skills compared to children and tend to take risks without fully considering the potential consequences. They are also more likely to experience higher levels of stress than children (Costello et al., 2011).

Senior high school students have several responsibilities, such as complying with school regulations, obeying parents and teachers, and taking notes during lessons (Hastuti et al., 2019). Another form of responsibility is completing assignments given by teachers (Ulum, 2020). When teachers assign tasks, either individual or group-based, students are expected to complete them within the specified deadlines. According to Helker and Wosnitza (2016), personal responsibility among students includes obligations toward parents and teachers, motivation in the learning process, and academic achievement attained in school.

In fulfilling their duties and responsibilities, students inevitably encounter various challenges. One common problem is delay. This delay can occur when students carry out academic tasks and is referred to as academic procrastination (Schouwenburg, 2004). Academic procrastination can occur across different levels of education, including elementary school students, secondary school students, and university students (Permana, 2019; Rahmania, Budi, & Utami, 2021; Katz, Eilat, & Nevo, 2014).

Academic procrastination is defined as the habitual tendency to intentionally delay starting or completing tasks by engaging in less productive activities, resulting in delayed task completion, suboptimal work quality, and tasks frequently being completed past the designated deadlines (Solomon & Rothblum, 1984). From Steel's (2007) perspective, procrastination refers to the conscious delay of intended activities, despite awareness that such behavior may lead to negative consequences. McCloskey (2011) describes academic procrastination as a tendency to postpone or avoid school-related activities and behaviors. Academic procrastination commonly occurs in formal academic tasks, such as school assignments or coursework.

Solomon and Rothblum (1984) emphasize that procrastination is not limited to a single type of activity. They explain that academic procrastination involves delays across various academic tasks, encompassing six specific domains: writing papers, preparing for examinations, reading academic materials, handling administrative tasks, attending academic meetings, and completing academic tasks in general.

The researcher conducted interviews with ten students on January 16 and 20, 2023. The interview results showed that five students frequently delayed completing homework, resulting in late submissions, or even starting homework on the morning it was due. Another behavior identified was postponing studying before examinations. Several students admitted that they often delayed studying until the same day the exam took place. The reasons for these behaviors included long deadlines, lack of self-confidence, tasks perceived as too difficult, and waiting for peers to complete the assignments first. During these delays, students typically engaged in activities they perceived as more enjoyable, such as chatting with friends, playing games, or browsing the internet for entertainment.

The remaining five students reported consistently attempting to complete their assignments on time. They expressed fear of receiving sanctions or reprimands from teachers if they submitted assignments late. These students made their best efforts to meet deadlines and rarely submitted assignments late, although occasional delays occurred for specific reasons.

Academic procrastination is a widespread phenomenon. Senior high school students in South Nias tend to exhibit academic procrastination by delaying individual and group assignments, resulting in tasks not being completed on time (Laia et al., 2022). At SMAN 1 Aramo, students experience difficulties completing assignments, leading to frequent delays and failure to meet deadlines (Ndruru et al., 2022). Meanwhile, senior high school students in Temanggung City often postpone academic tasks and request deadline extensions from teachers, yet still submit work of minimal quality (Ndruru et al., 2022). Ulum (2016) found that 79.4% of 68 eleventh-grade science students at SMA Negeri 1 Ngamprah, West Bandung Regency, were categorized as having moderate levels of academic procrastination. Rahmania et al. (2021) reported that among students in the coastal area of Surabaya, 65% experienced moderate academic procrastination, while 17% were categorized as high.

Procrastination leads to numerous negative consequences. It results in wasted time, neglected tasks, and suboptimal outcomes even when tasks are eventually completed. Procrastination may also cause individuals to miss valuable opportunities (Ferrari, 1991). Among students, procrastination can increase psychological vulnerability, which refers to a level of susceptibility that may lead to psychological problems under stressful conditions (Kiamarsi & Abolghasemi, 2014). According to Krause and Freund (2016), procrastination can result in poor work outcomes, reduced well-being, and impaired academic performance. Similarly, Kim and Seo (2015) noted that procrastination negatively affects students' academic performance.

Various factors influence the emergence of academic procrastination. Nafeesa (2018) identified multiple contributing factors, including time disorganization, physical conditions, and environmental influences. From a

psychological perspective, emotional instability during adolescence often leads to anxiety and fear of failure, causing students to avoid tasks as a defense mechanism. Social factors also play a significant role; peer pressure and unsupportive social environments can divert students' focus away from academic responsibilities. Amid these factors, Kandemir (2014) highlighted three key determinants of procrastination: motivation, stress coping, and internet addiction.

According to Young (1998b), internet addiction occurs when individuals are unable to control their internet use and spend excessive amounts of time online. Shaw and Black (2008) describe internet addiction as excessive or uncontrollable preoccupation, urges, or behaviors related to computer use and internet access that cause impairment or distress. Internet addiction is a form of behavioral addiction involving interactions between humans and machines without the use of substances (Griffiths, 2005).

Among students at SMAN 1 Gabus, seven out of ten interviewees reported frequently accessing the internet for entertainment even while working on school assignments. They experienced pleasurable feelings when accessing the internet during task completion and reported temporarily forgetting their problems. Five students stated that internet use sometimes caused them to forget important matters such as appointments, homework, or other school tasks. Despite limited internet coverage in areas surrounding the school, students remained motivated to access the internet for both educational and recreational purposes. Two students reported accessing the internet for more than nine hours per day, even during class hours. Five students reported daily internet use ranging from five to nine hours, while three others accessed the internet for approximately one to four hours per day.

Gultom et al. (2018) found a significant relationship between internet addiction and academic procrastination among medical education students at Diponegoro University. Hayat et al. (2020) reported a positive and significant correlation between internet addiction and academic procrastination among medical students in Shiraz, Iran. Aznar-Díaz et al. (2020) also found a significant positive correlation between internet addiction and academic procrastination among university students in Mexico and Spain. Julyanti and Aisyah (2015) identified a positive relationship between internet addiction and school-task procrastination among adolescent internet café users in Medan City.

This study aims to address a research gap related to the residual effects of online learning in the post COVID-19 pandemic period. Most previous studies focused on the pre-pandemic or pandemic phases. This research offers novelty by highlighting the current critical transition phase, in which students who were previously accustomed to internet-based online learning must readapt to offline learning systems. This situation creates unique psychological vulnerabilities, where digital habits formed during the pandemic risk developing into persistent internet addiction that interferes with face to face academic responsibilities.

Furthermore, this study contributes specifically by examining this phenomenon among senior high school students at SMAN 1 Gabus, representing students in regions with distinct social and access-related challenges compared to urban areas. Understanding this phenomenon is highly urgent as a foundation for educational institutions to design relevant learning-behavior intervention

strategies in the new normal era. Based on this urgency, the present study aims to empirically examine the relationship between internet addiction and academic procrastination among students at SMAN 1 Gabus.

### **Research Method**

The study employed a quantitative research approach with a correlational design. This research was conducted to examine the relationship between internet addiction and academic procrastination among students at SMAN 1 Gabus. The population of the study consisted of 850 students enrolled at SMAN 1 Gabus in the 2023/2024 academic year, comprising 295 male students and 555 female students. Internet addiction was measured using a questionnaire adapted from the Internet Addiction Test (IAT) developed by Young (1998a) and translated into Indonesian. The questionnaire consisted of 20 items based on the dimensions of salience, excessive use, neglect of work, anticipation, lack of control, and neglect of social life.

Academic procrastination was measured using an adapted version of the Procrastination Assessment Scale for Students (PASS) developed by Solomon and Rothblum (1984) and translated into Indonesian. The scale consisted of 18 items covering components of delay in academic areas, including writing assignments, studying for examinations, weekly reading tasks, administrative tasks, attending meetings, and general academic tasks. Data analysis was conducted using Pearson correlation analysis to determine the relationship between internet addiction and academic procrastination among students at SMAN 1 Gabus.

### **Results**

Data collection began by distributing questionnaires to students of SMAN 1 Gabus in the 2023/2024 academic year. A total of 286 students participated as respondents. The respondents were recruited through an online Google Form distributed digitally. In detail, the respondent characteristics were dominated by female students, totaling 180 students (62.9%), compared to 106 male students (37.1%). Based on grade level, the majority of participants were from Grade XII, totaling 176 students (61.5%), followed by Grade XI with 69 students (24.1%) and Grade X with 41 students (14.4%). The students' ages ranged from 14 to 18 years, with the largest age group being 17 years old (48.3%). Regarding internet usage patterns, the data indicated that nearly all students (97.6%) used smartphones as their primary device, and most accessed the internet from home (82.2%). Daily internet usage duration was relatively high, with 37.8% of students spending more than 6 hours per day online, while 34.3% spent 3–6 hours per day browsing the internet.

Overall, the majority of students at SMAN 1 Gabus demonstrated a low level of academic procrastination. This distribution is presented in Table 1 below.

Table 1. Categorization of Academic Procrastination

No	Interval	Category	Frequency	Percentage	Mean
1	75≤x<90	Very High	0	0%	
2	60≤x<75	High	7	2.5%	
3	45≤x<60	Moderate	112	39.1%	42,24
4	30≤x<45	low	129	45.1%	
5	18≤x<30	Very Low	38	13.3%	
Total			286	100%	
	Max: 71		Min:18		

Students at SMAN 1 Gabus also generally exhibited a low level of internet addiction, as shown in Table 2 below.

Table 2. Categorization of Internet Addiction

No	Interval	Category	Frequency	Percentage	Mean
1	80≤x≤100	Tinggi	5	1.6%	
2	60≤x<80	Sedang	65	22.8%	
3	40≤x<60	Rendah	151	52.8%	49.72
4	20≤x<40	Penggunaan Internet Secara Normal	65	22.8%	
Total			286	100	
	Max:86		Min:20		

The correlation between internet addiction and academic procrastination yielded a Pearson correlation coefficient of 0.567 with a significance value of  $p = 0.000$ . These results indicate a significant positive relationship between internet addiction and academic procrastination among students at SMAN 1 Gabus. Higher levels of internet addiction were associated with higher levels of academic procrastination, whereas lower levels of internet addiction were associated with lower levels of academic procrastination. Further details are presented in Table 3 below;

Table 3. Hypothesis Testing Results

Model	N	Sig. (1-tailed)	Pearson Correlation Coefficient
1	286	0.000	0.567

## Discussion

Based on the results of the Pearson correlation analysis between academic procrastination and internet addiction, a correlation coefficient of 0.567 was obtained with a significance value of 0.000 ( $p < 0.05$ ). These results indicate a positive and significant relationship between academic procrastination and internet addiction among students at SMAN 1 Gabus. Higher levels of internet addiction are associated with higher levels of academic procrastination, whereas lower levels of internet addiction are associated with lower levels of academic procrastination. Therefore, the hypothesis proposed in this study is accepted. Similar findings have been reported in previous studies, which also documented a significant positive correlation between internet addiction and academic procrastination (Gultom et al., 2018; Julyanti & Aisyah, 2015; Malyshev & Arkhipenko, 2019; Hayat et al., 2020).

Students who experience internet addiction tend to perceive internet use as a source of satisfaction and remain continuously focused on and preoccupied with internet-related thoughts (Adiele & Olatokun, 2014). When students with high levels of internet addiction are assigned academic tasks and responsibilities, they often experience difficulties in managing their time effectively to complete these tasks (Liu

et al., 2017). Students may use the internet as a refuge to escape from everyday problems (Oktavionika et al., 2023). Liu et al. (2017) found that students with internet addiction prefer spending their time browsing, accessing social media, or playing online games when faced with academic responsibilities. When senior high school students who are addicted to the internet perceive internet use as pleasurable and capable of diverting attention from problems, they continuously strive to stay connected online and spend substantial amounts of time in cyberspace (Şaşmaz et al., 2013). This persistent engagement with the internet causes students with internet addiction to place less priority on academic tasks. Students who experience internet addiction believe that browsing the internet is extremely important, leading them to reduce time spent on social interactions and replace it with online activities (Young, 2015). Consequently, time that should be allocated to completing academic tasks is instead used to remain online, resulting in continuous task delays that ultimately lead to academic procrastination.

Although the findings of this study emphasize the dominant role of internet addiction, academic procrastination is inherently a multidimensional phenomenon that is also moderated by other psychological and social factors. In addition to learning motivation, stress and anxiety are critical factors; students experiencing high levels of academic stress or anxiety often use the internet as an escapism coping mechanism, which ironically exacerbates task delays. Furthermore, external factors such as limited social support or an uncondusive learning environment may weaken students' self-control. Thus, internet addiction does not operate in isolation but interacts with psychological conditions (stress and anxiety) and social environments in shaping procrastination behavior.

When students exhibit low levels of internet addiction, they tend to have better self-control in managing their internet use (Li et al., 2021). They still enjoy accessing the internet for purposes such as information seeking, learning, or socializing, but not to the extent that it interferes with other obligations (Khudhair, 2020). Students with low levels of internet addiction do not feel a constant urge to remain connected online or depend on the internet as a means of escaping problems (Angane et al., 2020). They are generally more capable of maintaining focus on academic tasks and managing their time effectively (Altiner et al., 2022). These students experience fewer disruptions in prioritizing academic responsibilities. As a result, when academic responsibilities arise, they are more likely to allocate sufficient time to complete tasks efficiently (Singh & Srivastava, 2021). Ultimately, students with low levels of internet addiction tend not to procrastinate and are able to complete academic tasks on time.

In this study, seven students were categorized as having high levels of academic procrastination (2.5%). Students in this category tend to deliberately delay completing academic tasks and frequently exceed submission deadlines. They experience discomfort and pressure due to their procrastination habits, despite being aware that tasks need to be completed promptly. A total of 112 students (39.1%) were classified as having moderate levels of academic procrastination. These students tend to delay academic tasks, although less frequently than those in the high category. While they still feel stressed and uncomfortable with their procrastination behavior, they are generally able to complete tasks on time, albeit with higher levels of stress. Students with low levels of academic procrastination

numbered 129 (45.1%). These students exhibit lower tendencies toward procrastination, are more disciplined and organized in completing academic tasks, and are better able to manage their time and academic responsibilities effectively, even though they may occasionally feel pressure related to workload. Meanwhile, 38 students (13.3%) were classified as having very low levels of academic procrastination. These students demonstrate strong time-management skills, complete tasks punctually without delay, and are better able to manage stress and academic pressure, showing minimal discomfort when facing academic demands.

This study identified five students with high levels of internet addiction (1.6%). Students in this category tend to use the internet excessively without adequate control, often spending the majority of their time online beyond reasonable limits. Internet dependence makes it difficult for them to regulate their internet use effectively, leading to delays in completing school assignments, disrupted sleep patterns, and isolation from real-life social interactions. A total of 65 students (22.8%) were categorized as having moderate levels of internet addiction. These students demonstrate a significant tendency toward excessive internet use, although it has not reached extreme dependence. They frequently experience difficulties controlling the amount of time spent online. Meanwhile, 151 students (52.8%) were classified as having low levels of internet addiction. Students in this category exhibit relatively balanced internet usage and are able to control and moderate their online time without being overly driven by the urge to remain connected. They may use the internet for educational or recreational purposes but not to an extent that significantly disrupts daily activities or social interactions. Lastly, 65 students (13.3%) were categorized as having normal internet use. These students demonstrate highly controlled internet usage, typically accessing the internet only for essential purposes and not excessively relying on social media or online content. As a result, they tend to remain more focused on real-world activities and maintain a healthy balance between virtual engagement and everyday life.

### **Conclusion and Recommendations**

The results of the hypothesis testing indicate a significant positive relationship between the two variables, in which higher levels of internet addiction are associated with higher levels of academic procrastination, and conversely, lower levels of internet addiction are associated with lower levels of academic procrastination. Most participants in this study were categorized as having low levels of internet addiction, and the majority also exhibited low levels of academic procrastination. Individuals with low internet addiction tend to demonstrate lower levels of delay in completing academic tasks. Excessive internet use in terms of time, manner, or motivation may reduce students' focus on academic responsibilities, thereby increasing academic procrastination.

Students are encouraged to utilize the findings of this study to become more aware of internet addiction behaviors and to manage their internet use wisely in order to avoid academic procrastination. Parents are also expected to increase their awareness in monitoring and regulating their children's internet usage, as well as recognizing early signs of internet addiction and academic procrastination. In addition, SMAN 1 Gabus is encouraged to develop programs aimed at minimizing

academic procrastination through effective time management and efficient internet use.

Although this study confirms a positive relationship between internet addiction and academic procrastination, the quantitative approach has limitations in explaining the deeper dynamics underlying these behaviors. Therefore, future researchers are recommended to expand the research design by employing qualitative or mixed-method approaches. Such approaches are important for exploring students' subjective experiences in greater depth, particularly in understanding the specific reasons and psychological mechanisms behind students' tendency to use the internet as an escape when facing academic pressurean aspect that is difficult to fully capture through statistical surveys alone.

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