

# The Relationship Between Smartphone Addiction and Academic Procrastination in Final-Year Students

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The increasing use of smartphones among students may affect their learning focus and encourage procrastination. This study aims to determine the relationship between smartphone addiction and academic procrastination among final-year students. The research employed a quantitative correlational method with purposive sampling as the sampling technique. Data were analyzed using Spearman's rho test. The results show a significant positive relationship between smartphone addiction and academic procrastination ( $p = 0.000 < 0.05$ ). This indicates that the higher the level of smartphone addiction, the greater the students' tendency to procrastinate academically.

**Keywords:** Smartphone Addiction, Academic Procrastination, Final-Year Students

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## 1. Introduction

Some individuals consider the habit of procrastinating to be a negative behavior reflecting a lack of responsibility towards academic obligations. In psychology, this behavior is known as procrastination, which is the act of postponing completion of tasks due to an individual's inability to manage time effectively. Yeli (2021) explains that academic procrastination is often a major obstacle for students in completing their academic obligations, and if practiced continuously, it can negatively impact personal development.

Technological developments, particularly smartphones, have significantly changed people's lifestyles. According to data from the Central Statistics Agency (BPS, 2023), the number of active mobile phone users in Indonesia reached 278.69 million, exceeding the national population. This phenomenon indicates that most individuals own more than one device, and excessive use can negatively impact social and cultural values. Among students, excessive smartphone use often leads to delays in completing academic assignments. Burka and Yen (in Sitorus, 2022) found that approximately 90% of students procrastinate due to academic procrastination. Similarly, Tuckman (1991) defined academic procrastination as a behavioral pattern that diverts students' attention from more enjoyable activities, often resulting in delayed academic tasks, such as writing a thesis.

Kagen et al. (2010) define academic procrastination as deliberate and repeated procrastination, such as delaying class attendance or completing assignments. Similarly, Jamila (2020) adds that individuals who procrastinate prefer enjoyable activities to routine academic tasks, and this habit can have negative consequences for academic achievement. A survey conducted by Trends Kleiner Perkins Caufield and Byers's showed that the average smartphone user checks their phone up to 150 times per day, or around 1,050 times per week. Sulistyningtyas et al. (2012) emphasized that students often lose focus on assignments due to distractions from social media notifications, messages, and uncontrolled internet access (in Sitorus, 2022).

The results of a survey by the Indonesian Internet Service Providers Association (APJII, 2023) also reinforce this phenomenon, with 79.50% of internet users in Indonesia accessing the network via mobile phones. This indicates that mobile phones have become the primary device in daily digital activities. Subagio and Hidayati (2017) assessed that the convenience offered by smartphones, such as email access, online shopping, and social networking, can indeed increase productivity, but also have the potential to cause distraction. Woyke (2019) added that the flexible and portable nature of smartphones makes their use increasingly integral to daily life, and in students, this can trigger procrastination due to weak self-control over academic responsibilities.

In the context of higher education, Bakri (2021) stated that a student's primary responsibility is to complete academic assignments, including the thesis, which is a requirement for graduation. However, in reality, many students delay completing their final assignments due to the temptation of other, more engaging activities. Vista et al. (2024) emphasized that this habit can hinder study completion, delay graduation, and decrease learning motivation.

Previous research has also strengthened the link between smartphone addiction and academic procrastination. Sitorus (2022) found a positive correlation between the two in students from the Faculty of Psychology at Mercu Buana University, West Jakarta. These results align with Wulandari's (2017) findings, which also showed that smartphone addiction correlates significantly with increased levels of academic procrastination. Therefore, the greater a person's dependence on a smartphone, the greater their tendency to procrastinate on academic tasks. Based on the above background, this study aims to identify the relationship between smartphone addiction and academic procrastination in final-year students.

## 2. Method

This research method uses a quantitative approach based on the philosophy of positivism. According to Sugiyono (2018), quantitative methods are used to study a specific population or sample using research instruments, then statistically analyzed to test the established hypotheses. In this study, two variables were observed: smartphone addiction as the independent variable and academic procrastination as the dependent variable.

Smartphone addiction is defined as a condition in which an individual has an excessive dependence on smartphone use to the point of causing social disruption and difficulties in daily activities. This definition refers to aspects proposed by Kwon and Yang (2013), which include disruption of daily life, withdrawal, and tolerance. Meanwhile, academic procrastination is defined as delaying the completion of academic tasks. Ferrari et al. (1995) explain that academic procrastination is the behavior of postponing work related to academic tasks, resulting in delays, suboptimal results, and missed opportunities for higher achievement.

The population of this study was final-year undergraduate students (S1) who were preparing their theses or final assignments. The sampling technique used was purposive sampling, which determines the sample based on specific criteria. According to Asrun (2020), final-year students are those who are focusing on writing a thesis as a primary requirement for obtaining a bachelor's degree, as also explained in Minister of Education and Culture Regulation Number 3 of 2020. This criterion is reinforced by Hasibuan's (2017) view, which defines a thesis as a systematic scientific work required for graduation from a bachelor's degree.

The instrument used consisted of two scales. First, the Smartphone Addiction Scale, adapted from the Smartphone Addiction Scale – Short Version (SAS-SV) by Kwon et al. (2015), contains ten items describing three main aspects: disruption of daily life, withdrawal, and tolerance. Second, the Academic Procrastination Scale, developed by Ferrari et al. (1995), contains twenty-two items describing the tendency to

procrastinate, the time gap between plans and actions, and the tendency to engage in other, more interesting activities.

Validity and reliability tests of the instrument were conducted to ensure the accuracy and consistency of the measurement tool. Azwar (2012) emphasized that validity indicates the extent to which a measuring instrument is able to measure what it is supposed to, while reliability relates to the consistency of measurement results. According to Siyoto and Sodik (2015), reliable measurement is one that can be trusted because it produces consistent results.

Data analysis was conducted in several stages. First, descriptive analysis was conducted to provide an overview of the research data, as explained by Fuad (2023). Second, assumption tests were conducted, including normality and linearity tests. According to Sugiyono (2015), data are considered normally distributed if the Kolmogorov-Smirnov significance value is greater than 0.05, and the relationship between variables is considered linear if the significance value in the linearity test is less than 0.05. Next, hypothesis testing was conducted using the Spearman Rank correlation technique to determine the relationship between smartphone addiction and academic procrastination. All data analysis was conducted using SPSS version 25 for Windows.

### **3. Results and Discussion**

#### **Research Orientation and Data Collection**

This research was conducted on final-year students studying Thesis or Final Project courses at several universities. The subjects were students who had completed at least three years of study, as this period was considered sufficient to provide academic experience and a deep understanding of study habits and lecture dynamics related to academic procrastination. The 192 students were selected based on specific criteria to ensure valid and representative research results. The characteristics of the study subjects encompassed several important aspects. In terms of gender, respondents were comprised of male and female students, with a relatively equal number. In terms of their college enrollment, respondents came from several classes: 2019, 2020, 2021, and 2022, all of which are final-year students.

All respondents had taken Thesis or Final Project courses, thus aligning with the focus of this research. Based on the number of mobile phones owned, most students owned one to two, with a small number owning more than two devices. In terms of daily smartphone usage, the majority of students use their smartphones for a fairly long time, between 4 and more than 12 hours per day. Meanwhile, based on the purpose of smartphone use, most students use their devices for accessing social media, followed by other activities such as searching for references for final assignments, playing online games, and watching videos or films.

In general, this characteristic description indicates that final-year students have a high intensity of smartphone use, with the majority of this use being directed towards entertainment and social activities. This condition could be a potential factor influencing the emergence of smartphone addiction and academic procrastination in their study activities.

#### **Research Participants**

The description of the research subjects aims to provide a general overview of the characteristics of the respondents who participated in this study. The characteristics examined included gender, college year, thesis or final assignment course status, number of mobile phones owned, duration of mobile phone use per day, and primary purpose for using the smartphone. This information is important for understanding

the respondents' backgrounds and the context in which their smartphone use behaviors may impact academic activities.

**Table 1.** Description of Research Subjects

		Frequency	Percentage
Gender	Female	97	50,5%
	Male	95	49,5%
<b>Total</b>		<b>192</b>	<b>100%</b>
College Entry Class	2019	39	20,3%
	2020	48	25%
	2021	55	28,6%
	2022	50	26,1%
<b>Total</b>		<b>192</b>	<b>100%</b>
Have you taken the Thesis / Final Project course?	Yes	192	100%
	No	0	0%
<b>Total</b>		<b>192</b>	<b>100%</b>
Number of mobile phones you own	1	130	67,7%
	2	56	29,2%
	3	6	3,1%
<b>Total</b>		<b>192</b>	<b>100%</b>
Length of Use Cellphone in One Day	4-7 Hour	60	31,3%
	8-12 Hour	120	62,5%
	>12 Hour	12	6,2%
<b>Total</b>		<b>192</b>	<b>100%</b>
Purpose of Using <i>Smartphone</i>	Playing online games	23	11,9%
	Looking for references		23,4%
	Using social media	101	52,6%
	Watching videos/films	23	11,8%
<b>Total</b>		<b>192</b>	<b>100%</b>

Based on Table 1, the total number of respondents in this study was 192. Based on gender, there were 97 female respondents (50.5%) and 95 male respondents (49.5%). This composition indicates a relatively balanced distribution between men and women, allowing the study results to represent both groups in nearly equal proportions.

In terms of entering class, the largest number of respondents were from the class of 2021 (55 students) (28.6%), followed by the class of 2022 (50 students) (26.1%), the class of 2020 (48 students) (25%), and the class of 2019 (39 students) (20.3%). Most respondents were from the class who were in the final stages of their studies and facing a high academic load.

All respondents (100%) had taken the Thesis/Final Project course, indicating that they were in the final year of college with significant academic responsibilities. Based on the number of mobile phones owned, the majority of respondents (67.7%) owned one mobile phone, 29.2% owned two mobile phones, and 3.1% owned three mobile phones. This indicates that most respondents only use one primary device for their daily activities, although a small number owned more than one device.

Regarding the duration of smartphone use per day, 120 respondents (62.5%) used their smartphones for 8–12 hours, 60 respondents (31.3%) for 4–7 hours, and 12 respondents (6.2%) used their smartphones for

more than 12 hours per day. This data indicates that most respondents have a fairly high smartphone usage intensity.

Based on the purpose of smartphone use, the majority of respondents (101 respondents (52.6%) used their smartphones to access social media, followed by 45 respondents (23.4%) who used them to search for references for their final assignments, 23 respondents (11.9%) for playing online games, and 23 respondents (11.8%) for watching videos or movies. These results indicate that smartphone use is predominantly directed towards entertainment and social activities rather than academic activities.

Overall, these descriptive results indicate that respondents have a high intensity of smartphone use, with a tendency for usage activities to be directed more towards entertainment and social media. This condition can provide insight into smartphone usage patterns that may be related to students' academic behavior.

## Research Results

### Descriptive Statistics

#### Smartphone Addiction Variable Categorization

The analysis of the data categorization for the Smartphone Addiction variable shows that the majority of participants fall into the moderate category (52.08% of 100 participants), followed by high (20.83% of 40 participants), low (15.62% of 30 participants), very high (6.25% of 12 participants), and very low (5.21% of 10 participants). Thus, the average (mean) smartphone addiction score was 25.17 with a standard deviation of 5. This indicates that the majority of final-year students working on their final assignments/thesis in this study had a moderate level of smartphone addiction.

**Table 2.** Smartphone Addiction Categorization

Interval	Categorization	Frequency	Percentage
$X < 20$	Very Low	10	5,21%
$20 \leq X < 25$	Low	30	15,62%
$25 \leq X < 35$	Medium	100	52,08%
$35 \leq X < 40$	High	40	20,83%
$X \geq 40$	Very High	12	6,25%
Total		192	100%
Mean: 25,17		Standar Deviasi: 5	

#### Academic Procrastination Variable Categorization

The analysis of the data categorization for the academic procrastination variable shows that the majority of participants fell into the moderate category (57.25%) (110 participants), followed by high (19.79%) (38 participants), low (13.02%) (25 participants), very high (5.73%) (11 participants), and very low (4.17%) (8 participants). Therefore, the average (mean) academic procrastination score was 64.40 with a standard deviation of 11. This indicates that the majority of final-year students working on their final project/thesis in this study had moderate levels of academic procrastination.

**Table 3.** Academic Procrastination Categorization

Interval	Categorization	Frequency	Percentage
$X < 44$	Very Low	8	4,17%
$44 \leq X < 55$	Low	25	13,02%
$55 \leq X < 77$	Medium	110	57,29%
$77 \leq X < 88$	High	38	19,79%
$X \geq 88$	Very High	11	5,73%
Total		192	100%

Mean: 64,60

Standar Deviasi: 11

## Assumption Test Results

### a. Normality Test

The normality test was conducted to determine whether the data for each variable follows a normal distribution. This test used the Kolmogorov-Smirnov method, with the decision-making criterion being that data is normally distributed if the significance value (p-value) is  $\geq 0.05$ .

**Table 4.** Normality Test

Variables	<i>Cronbach Alpha</i>	Result	Description
Smartphone Addiction	0,05	0,000	Not
Academic Procrastination	0,05	0,000	Normal

Based on the results of the normality test presented in Table 4, it is known that the variables Smartphone Addiction and Academic Procrastination each have a significance value of 0.000. This value is less than the 0.05 significance level ( $p < 0.05$ ), so it can be concluded that both variables are not normally distributed. Because the data are not normally distributed, the correlation analysis in this study did not use the parametric Pearson test, but instead used the non-parametric Spearman's Rho correlation test. Therefore, the Spearman test was chosen because it is more appropriate for data that does not meet the assumption of normality.

### b. Linearity Test

The linearity test aims to determine whether there is a linear relationship between the independent and dependent variables in a study. A relationship is considered linear if the significance value of the test results is greater than 0.05 ( $p \geq 0.05$ ).

**Table 5.** Linearity Test

Variable	<i>F</i>	<i>Sig.</i>	Description
The Effect of Smartphone Addiction on Academic Procrastination	1218.521	0,115	Linier

Based on the results presented in Table 5, the significance value between the variable "Smartphone Addiction" and "Academic Procrastination" is 0.000. This value is less than 0.05, so it can be concluded that there is a linear and significant relationship between the variables "Smartphone Addiction" and "Academic Procrastination."

## 2. Hypothesis Test Results

Hypothesis testing was conducted to assess whether or not there is a relationship between certain variables. This hypothesis test used the Bivariate Correlation method with the assistance of SPSS 25.0 for Windows software. The following are the results of the hypothesis test:

**Table 6.** Hypothesis Test

Variable	<i>Sig.</i>	Result	Description
Smartphone Addiction to Procrastination Academic	0,05	0,000	Berkorelasi

Based on the results of the hypothesis test in Table 6, a significance value of 0.000 was obtained, which is lower than the specified significance value ( $p < 0.05$ ). This indicates a significant relationship between smartphone addiction and academic procrastination in final-year students. Therefore, the hypothesis in this study is accepted. This means that the higher the level of smartphone addiction in final-year students, the higher their tendency to engage in academic procrastination.

## Discussion

This study found a significant positive relationship between smartphone addiction and academic procrastination in final-year students, with a significance value of  $p = 0.000$  ( $p < 0.05$ ). These results indicate that the higher the level of smartphone addiction, the greater the tendency of students to procrastinate on academic assignments. This finding confirms the research hypothesis that smartphone addiction is significantly linked to procrastination in academic settings.

In general, these results align with research conducted by Sitorus (2022) and Wulandari (2017), which found a positive correlation between smartphone addiction and academic procrastination. Both studies show that individuals who frequently use smartphones excessively are more easily distracted, lose focus, and are less able to manage their time when completing academic responsibilities. Smartphones, which initially function as learning and communication tools, can actually become a source of distraction that reduces learning effectiveness if their use is uncontrolled.

This phenomenon can be explained by the theory of self-regulation failure by Baumeister and Heatherton (1996), which states that individuals who are unable to control their internal drives tend to choose activities that provide immediate pleasure over those that require long-term responsibility. In the context of final-year students, high academic pressure, boredom, and anxiety about completing their thesis often lead them to seek distractions as a form of escape, one of which is through smartphones. Activities such as browsing social media, watching videos, or interacting online provide temporary comfort, but also reinforce repetitive patterns of procrastination.

The descriptive results of this study further support this view. The majority of students use smartphones for 8–12 hours per day, and more than half use them for social media activities. This pattern indicates that the intensity of smartphone use among students is quite high and has the potential to shift academic priorities. According to Santrock (2014), excessive use of technology can reduce concentration and self-discipline, making it easier for individuals to procrastinate.

Furthermore, the results of the determinant analysis showed that smartphone addiction contributed 26.4% ( $R^2 = 0.264$ ) to the emergence of academic procrastination. This figure indicates that smartphone addiction contributes significantly to procrastination, although other variables, such as learning motivation, self-efficacy, and time management, also play a role in strengthening this tendency. This means that smartphones function as triggers that increase students' likelihood of procrastination, especially when self-control is at its lowest.

Overall, the results of this study demonstrate that excessive smartphone use not only impacts social aspects but also has implications for students' academic behavior. Final-year students who fail to control the intensity of their smartphone use tend to lose focus, have difficulty starting assignments, and are more likely to delay completing their theses. Therefore, it is important for students to develop discipline and good time management strategies so that technology use continues to support academic productivity, rather than hindering study completion.

## 4. Conclusion

Based on the results of research conducted on the relationship between smartphone addiction and academic procrastination in final-year students, it can be concluded that there is a significant positive relationship between the two variables. The results of the hypothesis test showed a significance value of  $0.000$  ( $p < 0.05$ ), meaning that the higher the level of smartphone addiction, the higher the student's tendency to engage in academic procrastination. Therefore, the research hypothesis was accepted.

These findings indicate that smartphones, originally created to facilitate communication and support academic activities, can actually have negative effects if their use is uncontrolled. High intensity of use—is indicated by the majority of respondents using their smartphones for 8–12 hours per day—is a contributing factor to the emergence of procrastination behavior. This is supported by descriptive results showing that most students use their smartphones more for social media and entertainment than for academic activities.

These results support previous findings by Sitorus (2022) and Wulandari (2017), which stated that smartphone addiction is closely related to increased levels of academic procrastination. Both studies, as also evident in the results of this study, confirm that excessive smartphone use can lead to impaired concentration, decreased motivation to study, and weakened students' time management skills.

This phenomenon aligns with the theory of self-regulation failure proposed by Baumeister and Heatherton (1996), which explains that individuals who fail to control themselves tend to choose activities that provide instant gratification over long-term responsibilities. In the context of final-year students, smartphones often serve as a means of escape from academic stress, especially when facing the pressure of writing a thesis.

Quantitatively, the analysis results show that smartphone addiction contributes 26.4% to the emergence of academic procrastination. While not the sole factor, this percentage is significant enough to indicate that smartphone dependence plays a significant role in strengthening the tendency to procrastinate. Other factors such as self-efficacy, motivation to study, and time management skills also influence procrastination levels, but smartphone addiction is proven to be a dominant trigger.

Thus, this study confirms that self-control and awareness of proportional smartphone use are crucial for final-year students. Good time management, disciplined technology use, and increased academic motivation are essential to mitigate the negative impact of smartphone addiction on procrastination. Smartphones can be a productive tool when used wisely, but they can also be a significant academic obstacle if not coupled with adequate self-regulation skills.

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