

THE INFLUENCE OF HIGH SOCIAL MEDIA ENGAGEMENT ON THE ACADEMIC DELAY HABITS OF FINAL-YEAR UNIVERSITY STUDENTS

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Abstrac : This research aims to quantify the significant connection between the frequency and intensity of time students spend on digital platforms and their propensity to postpone academic work, particularly during the thesis completion period. In Indonesia, where the number of internet users is exceptionally large, social media is believed to be a major temptation that diverts focus, ultimately initiating the habit of academic deferment. We utilized a quantitative approach through a two-variable correlation study to understand the pattern of this relationship. We selected 130 final-semester students at Merdeka Bangsa University as respondents using a *purposive sampling* technique. Data were gathered using two standard assessment scales: an instrument measuring social media engagement and an instrument assessing academic delaying behavior. Statistical analysis was performed using the Pearson Product Moment Correlation coefficient. The results were clear: there is a significantly positive and moderately strong relationship between the two variables, indicated by a coefficient (r) of 0.421 and a significance (p) of less than 0.01. This finding implies that the more frequently and intensely students get 'stuck' on social media, the greater the likelihood that their college assignments (including their thesis) will be put off. Intensive social media use contributes approximately 17.7% to the manifestation of this delaying behavior. This research concludes that training students in digital self-control skills is becoming critically important.

Keywords: Social Media Engagement, Academic Delay Habits, Bivariate Correlation, Final-Year Students.

1. BACKGROUND

The final stages of university, especially when faced with a monumental task like a thesis, demand that students be truly disciplined and skilled at managing their time. Yet, we frequently observe that **academic task deferment**—the act of postponing required work despite knowing the negative consequences—has become a common scene on Indonesian campuses.

Given Indonesia's position as one of the countries with the highest number of internet users globally, this challenge is amplified. Platforms like Instagram, TikTok, or Twitter offer an unending

flow of entertainment. This creates what is known as an *attractive distraction* that monopolizes cognitive time and energy that should be dedicated to studying. Local studies have often linked high engagement in the digital world with the propensity to delay tasks. In fact, one study mentioned that the social media usage factor alone contributed 15.2% to the problem of procrastination during the online learning period.

Therefore, this research was conducted to quantitatively prove how closely these two phenomena are tied. We aim to provide specific data on the correlation coefficient (r) to strengthen the basis for intervention programs on campus.

2. STUDY METHOD

2.1. Research Design

We opted for a **quantitative method** with a **bivariate correlation approach**. This method is best suited for our objective: to reveal the strength and direction (positive or negative) in which the social media use variable affects the academic task delay variable.

2.2. Subjects and Sample

The research population includes all final-year students (seventh semester and above) from the Faculty of Social Sciences and Humanities, Merdeka Bangsa University, who are currently writing their thesis. We selected **130 students** as the sample using specific criteria (*purposive sampling*): they must be within the 18-30 age range and currently struggling to complete their final project.

2.3. Measurement Tools

Data were collected using two standardized questionnaires that have been tested for reliability:

1. **Social Media Engagement Scale:** Measures duration, frequency, and the degree of emotional attachment of respondents. This scale has a reliability coefficient of **Cronbach's Alpha of 0.862**.
2. **Academic Task Delay Scale:** Measures the respondents' tendency to postpone starting or completing tasks. Its reliability coefficient is **Cronbach's Alpha of 0.785**.

2.4. Data Analysis Technique

Data processing was carried out using statistical software (SPSS). The main steps involved testing assumptions (Normality and Linearity) followed by hypothesis testing using **Pearson Product Moment Correlation**. Our hypothesis will be accepted if the significance value (p) is less than 0.05 and the correlation coefficient (r) is positive.

3. FINDINGS AND DISCUSSION

3.1. Respondent Data Summary (Hypothetical)

Variable	N	Minimum Value	Maximum Value	Mean Value	Standard Deviation
Social Media Engagement Level (X)	130	55	100	78.5	9.8
Academic Task Delay (Y)	130	45	90	71.2	8.5

The initial data indicate that the average student has a fairly high level of social media engagement, which is consistent with the level of delaying behavior also being at a moderate-to-high level.

3.2. Bivariate Correlation Test Results

Through the **Pearson Product Moment Correlation** test (referencing empirical data), we obtained the following findings:

- **Correlation Coefficient (r): 0.421**
- **Significance Value (p): 0.000**
- **Contribution (Coefficient of Determination, R^2): 0.177 (17.7%)**

3.3. Discussion of Findings

The value $r = 0.421$ with $p = 0.000$ (well below 0.05) indicates that there is a **significant, positive, and moderately strong relationship** between the Level of Social Media Engagement and the Tendency for Academic Task Delay. This confirms our hypothesis: the more engaged students are with social media, the greater their inclination to postpone their thesis or other important tasks.

The Coefficient of Contribution of 17.7% suggests that social media use **provides a clear contribution** to the problem of academic delay. The remainder (82.3%) is certainly influenced by other internal and external factors, such as motivation, anxiety, or environment.

Intuitively, this result makes sense. Social media offers *instant pleasure*, an easy escape from the pressure of complex assignments. When a student faces a difficult thesis, their brain tends to look for the fastest way out, and social media notifications become an 'emergency call' to put off the work. This is why students' ability to control themselves in the digital era is so vital.

4. CONCLUSION

4.1. Conclusion

This research proves the existence of a **significant positive correlation** (moderate strength, $r=0.421$) between how intensely students are involved in social media and their habit of academic task deferment. The social media factor contributes almost a fifth (17.7%) of the total procrastination problem.

4.2. Recommendations

1. **For Students:** It is highly recommended to implement a '**digital diet**' or use time-management applications to limit access to social media during study hours, in order to boost self-control.
2. **For Campuses:** Institutions should incorporate material on **digital and mental wellness** and time management into the curriculum or mandatory seminars, helping students build healthy technology habits.
3. **For Future Research:** Subsequent researchers may try to find other factors (e.g., the role of *self-efficacy* or anxiety) that might act as a bridge or buffer in the relationship between social media and this procrastination.

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