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The effect of gadget use and self-control on academic procrastination

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ABSTRACT

This study aims to analyze the influence of gadget use and self-control on academic procrastination among university students. Using a quantitative approach with a non-experimental design, this research involved 75 students from the Faculty of Islamic Studies at Universitas Muhammadiyah Yogyakarta, selected through random sampling based on Slovin's formula (10% margin of error). Data were collected through questionnaires measuring gadget use, self-control, and academic procrastination, then analyzed using multiple linear regression with SPSS. The results indicate that gadget use has a positive and significant impact on academic procrastination, while self-control has a significant negative effect. Together, these two variables contribute 82.1% to academic procrastination, with the remaining 17.9% influenced by other factors. These findings confirm that uncontrolled gadget use increases the tendency to procrastinate, whereas higher self-control minimizes this behavior. Therefore, effective strategies in managing gadget use and enhancing self-control are essential to reduce academic procrastination among students.

INTRODUCTION

The use of gadgets, especially smartphones, has become an integral part of students' daily lives. However, the high intensity of gadget use is often associated with various academic problems, including academic procrastination (Syifa, 2020). The definition of academic procrastination according to Gafni in Sebastian (2013) research, Procrastination is the behavior of procrastinating a task or activity until it approaches a predetermined deadline. Academic procrastination can be defined as the tendency to deliberately and repeatedly postpone academic-related tasks or activities (Wicaksono, 2017). The factors that cause procrastination are divided into two, namely internal factors that come from within the procrastinator naturally and include biological and psychological aspects of the individual, and external factors that come from outside the procrastinator and include environmental conditions, in addition to other factors such as low self-control in managing time, lack of concentration, lack of confidence, and boredom in completing tasks or obligations (Fahira & Hidayati, 2022b).

Academic procrastination can be seen from five main aspects, namely: 1) delays in doing and completing tasks; 2) preferring to do fun activities, such as watching TV, traveling, playing games, or using social media; 3) time gaps between planning and implementation, where procrastinators often have difficulty completing things within the predetermined time limit; 4) lack of motivation to learn, which is characterized by low academic motivation; and 5) fear of failure and lack of work discipline (Latipah et al., 2021).

According to Steel in (Putri & Edwina, 2020) research, academic procrastination is influenced by several factors including; a). Individual differences which include neuroticism which consists of irrational beliefs, low self-efficacy and low self-esteem, self-handicapping and depression; agreeableness; extraversion; and conscientiousness which includes distractibility or self-control, organization, achievement motivation and the gap between intention and action; and b) Task characteristics which include timing of rewards and punishments and task aversiveness.

Based on the description of the factors of academic procrastination, in this study, researchers chose task aversiveness as the main factor that predicts academic procrastination. Solomon and

Rothblum (in Chisan & Jannah, 2021) stated that doing tasks when approaching the deadline can have a negative impact, such as uncompleted or makeshift tasks. As a result, student learning outcomes are less than optimal and not in line with their expectations. Another impact of procrastination outside the academic world is the difficulty in getting a job after graduation. An unqualified Grade Point Average (GPA) can reduce the chances of getting a positive response from the company being applied to (Nugrasanti in Laili & Shofiah, 2013). If this procrastination is not addressed immediately, it will harm the individual himself and the individual's development in achieving academic achievement will be disrupted (Bakri, 2021).

Gadgets are modern communication tools that play a role in facilitating human interaction. The development of technology has brought communication to a more advanced level with the presence of gadgets. In general, gadgets are small electronic devices that have specific functions, such as smartphones-including iPhones and BlackBerrys-and netbooks (Sabaniah et al., 2021). Previous research by (Hafizh & Sudinadji, 2018) showed that excessive gadget use can cause challenges in daily self-control. That low self-control is negatively related to distractions caused by smartphones during the learning process (Hafizh & Sudinadji, 2018). In addition, this study also showed that procrastination done through smartphones and effective smartphone placement habits can mediate the relationship between self-control and academic performance.

Dependence on gadgets has also been shown to have a significant relationship with the level of academic procrastination. Quoted from Syifa (2020) shows that gadget dependence directly affects the level of academic procrastination of university students. This study also highlights that although screen time does not affect gadget dependence and academic procrastination, learning modalities can affect both variables.

According to Prensky's (2001) research, there are five aspects that influence the use of gadgets in daily life. First, functional use, which is the ability of gadgets to support various activities, such as communication, learning, or entertainment. Second, emotional attachment, which describes an individual's emotional relationship with the gadget as a tool that provides comfort or an escape from stress. Third, cognitive dependency, which is an individual's dependence on gadgets in terms of information seeking or problem solving. Fourth, the social aspect or social interaction, which includes the role of gadgets in expanding or strengthening social relationships through digital platforms. Fifth, the control use aspect, which is the extent to which individuals are able to manage the time and way of using gadgets so as not to overdo it and remain productive.

One of the other causes of academic procrastination is self-control. Optimal learning management can be seen from how students utilize time effectively and efficiently in learning and completing assignments. If students have not been able to manage their time well, tend to waste study time, and delay doing assignments, then this shows that students do not have good learning management skills (Margareta & Wahyudin, 2019).

Students who have many activities outside of academics tend to have low self-control. This low self-control can trigger academic procrastination, because students consciously spend time on other more enjoyable activities, making it difficult for them to control this behavior. Syamsul (in Widyaningrum & Susilarini, 2021) states that self-control is a person's ability to manage impulses both from within and outside themselves. Students who have good self-control are able to make decisions and act effectively to achieve the desired results and avoid unexpected consequences. Self-control is referred to as the ability to control thoughts and actions, so that a person can make the right decisions and act wisely in various situations according to Zubaedi (in Labudasari & Rochmah, 2019).

According to Averill in Fahira & Hidayati (2022) research there are five aspects of self-control or self-control. First, behavioral control, which is the ability to control situations both from within the individual and from external factors. Second, cognitive control, which involves the ability to think and consider everything that will or is happening according to individual thinking. Third, decisional control or control in decision making, which is the ability to consider the options available in current or future situations. Self-control in decision making allows individuals to choose the most favorable option after various considerations. Fourth, informational control, which is related to individual awareness of their current condition. Informational control helps individuals avoid difficult situations and prepare for

future events. Fifth, retrospective control, which is the ability to control thoughts to understand who and what caused an event to occur.

Based on an initial survey with interviews in November 2024 conducted with 6 students, it was found that all respondents admitted that they often postponed their assignments because they were distracted by gadgets. In addition, only 1 respondent felt that they had enough self-control to avoid these distractions. This indicates that academic procrastination is still a significant challenge that needs attention, especially in relation to the influence of gadget use and self-control.

Previous studies have generally discussed the effect of self-control or gadget use separately on academic procrastination behavior. Most studies, such as the one conducted by Kartika & Azhar (2024), emphasize the relationship between self-control and procrastination, while other studies focus more on the negative impact of gadget use on time management and study concentration. However, there is still a gap in understanding how the two variables, namely gadget use and self-control, simultaneously affect academic procrastination. This gap is important because in today's digital era, gadget use has become an integral part of students' lives, so a more comprehensive understanding of the interaction between digital behavior and psychological aspects such as self-control is needed.

Based on this background, this study aims to explore the influence of gadget use and self-control on academic procrastination in university students. By understanding the relationship between the two variables together, it is expected that more effective strategies can be found in reducing academic procrastination and improving students' academic performance. The novelty of this study lies in its approach that integrates two important factors, namely gadget use and self-control, into one analysis model. This study not only strengthens previous findings, but also broadens the scope of understanding of the factors that influence academic procrastination behavior more comprehensively. In addition to making theoretical contributions in the realm of educational psychology, this study also has practical benefits, namely providing insight for students, lecturers, and educational institutions in designing appropriate interventions to reduce the level of academic procrastination among students.

RESEARCH METHODS

The research design used in this study is non-experimental using a quantitative approach, which is an approach that explains phenomena using numerical data analyzed using numerical or mathematical calculation-based methods (Kaya Yilmaz, 2013). This study has two independent variables and one dependent variable. The dependent variable in this study is academic procrastination, while the two independent variables used are gadget use, and self-control. In this study, the operational definition of the academic procrastination variable is the behavior of delaying formal tasks related to education that have a negative impact on students' academic performance. Meanwhile, the operational definition of self-control is an individual's ability to regulate thoughts, emotions, and behavior in order to achieve certain goals, which can be measured through indicators such as timeliness in completing tasks, ability to resist impulsive urges, and control emotions in challenging situations. While the operational definition of gadget use is the amount of time individuals spend using electronic devices such as smartphones, tablets, or laptops in certain activities, such as accessing social media, playing games, or watching videos, which is measured in hours per day.

The population in this study were all students of the Faculty of Islamic Religion at UMY from the Class of 2022, totaling 344 people. The research sample amounted to 75 people who were taken using the random sampling method with the Slovin formula (margin of error 10%). A margin of error of 10% is considered adequate in the context of social research, allowing researchers to obtain a representative sample without requiring excessive resources (Prayitno et al., 2021).

This study used a questionnaire as the main instrument in data collection, which was designed to measure three main variables, namely the level of gadget use, self-control, and academic procrastination. The gadget usage level instrument consists of 18 questions with four answer options: always, often, rarely, and never. The self-control instrument consisted of 17 questions with similar answer choices: always, often, rarely, and never. The academic procrastination instrument consisted of 33 questions with five answer choices: always, often, sometimes, rarely, and never. All instruments

went through a pilot test process before being used to ensure their validity and reliability using statistical analysis.

The results of the reliability test show that the questionnaire on the level of gadget use has adequate to excellent internal consistency, with a Cronbach's Alpha value of 0.865, a self-control questionnaire of 0.668, and an academic procrastination questionnaire of 0.906. To obtain accurate and reliable results, the data collected were then analyzed using the Statistical Package for the Social Sciences, also known as SPSS. Data analysis techniques used in this study are validity test, reliability test, normality test, multicollinearity test, heteroscedasticity test and hypothesis testing with multiple linear regression test because the data is normally distributed, there is no multicollinearity and no heteroscedasticity symptoms.

RESULTS AND DISCUSSION

Descriptive Statistical Test

Descriptive statistical measurement is carried out to determine the general description of data such as the mean, maximum, minimum, and standard deviation of each variable, namely Gadget Use (X1), Self-Control (X2), and Academic Procrastination (Y). The results of data analysis obtained from the descriptive statistical test results can be seen in the following table.

Table 1. Descriptive Statistical Test

	N	Minimum	Maximum	Mean	Std. Deviation
Gadget Usage	75	46	121	82,51	22,582
Self-control	75	57	138	98,33	22,568
Academic Procrastination	75	66	220	127,73	32,588
Valid N	75				

Based on the results of the descriptive statistical test above, it can be seen that the gadget usage variable (X1) has a minimum value of 46 and a maximum value of 121, with an average of 82.51 and a standard deviation of 22.582. For the self-control variable (X2), the minimum value is 57 and the maximum value is 138, with an average of 98.33 and a standard deviation of 22.568. The academic procrastination variable (Y) has a minimum value of 66 and a maximum value of 220, with an average of 127.73 and a standard deviation of 32.588.

Table 2. Gadget Usage Categories

Score	Category	Frequent	%
>54	High	66	88
36-53	Medium	9	12
35-0	Low	0	0

In the results of gadget usage categorization through 75 respondents, 88% of respondents had high gadget usage, 12% had moderate gadget usage, and none had low gadget usage. It can therefore be concluded that the highest category of gadget usage among respondents was high gadget usage, which was 88% or 66 respondents.

Table 3. Self-control Categories

Score	Category	Frequent	%
>62	High	72	96
40-61	Medium	3	4
39-0	Low	0	0

In the table showing the categorization results of the self-control variable based on 75 respondents, the level of self-control obtained was as follows: 96% of students had a high level of self-

control, 4% of respondents had a moderate level of self-control, and none of the respondents had a low level of self-control. Therefore, it can be concluded that the high category of self-control among respondents is the highest category, accounting for 96% or 72 respondents.

Table 4. Academic Procrastination Categories

Score	Category	Frequent	%
>121	High	40	53
77-120	Medium	32	42
76-0	Low	3	4

In the table showing the categorization results of academic procrastination variables based on 75 respondents, the level of academic procrastination obtained was as follows: 53% of respondents had a high level of academic procrastination, 42% of respondents had a moderate level of academic procrastination, and 4% of respondents had a low level of self-control. Therefore, it can be concluded that the high category of academic procrastination among students is the highest category, accounting for 53% or 40 respondents.

Classical Assumption Test

Table 5. Normality Test Result

Unstandardized Residual		
N		75
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	14.21636938
	Absolute	,079
	Positive	,036
	Negative	-,079
Test Statistic		,079
Asymp. Sig. (2-tailed)		,200[c,d]

Based on the results of the normality test table, it is known that the significance value of 0.200 > 0.05, so it can be concluded that the residual values of the gadget usage variable, self-control variable, and academic procrastination variable are normally distributed.

Table 6. Linearity Test

Variable	Sig.Linearity
Academic Procrastination*Gadget Use	0,000
Academic Procrastination*Self-Control	0,000

Based on the linearity test results presented in Table 6, the sig. linearity value obtained was 0.000 for the gadget usage variable and 0.000 for the self-control variable, which means that the sig. value is > 0.05. It can therefore be concluded that there is a linear relationship between the gadget usage and self-control variables and the academic procrastination variable.

Table 7. Heteroscedasticity Test

	t	Sig.
(Constant)	1.257	.213
X1	-.263	.794
X2	.913	.364

The results of the test in the table above show that the variables X1 (gadget usage) and X2 (self-control) have significance values greater than 0.05, namely X1 (gadget usage) at 0.794 and X2 (self-control) at 0.364. This means that none of the independent variables in this study have a significance

value below 0.05. Thus, the results of the heteroscedasticity test shown in Table 7 indicate that there is no heteroscedasticity in the regression model in this study.

Table 8. Multicollinearity Test

Variable	Tolerance	VIF	Description
X1	.271	3.691	There is no multicollinearity
X2	.271	3.691	There is no multicollinearity

Based on the results of the multicollinearity test in the table above, testing the tolerance value for the variables of gadget use (X1) and self-control (X2) shows that the value of 0.271 is greater than 0.10, which means that there is no multicollinearity in these variables. Similarly, the results of the multicollinearity test for the VIF values of variables X1 and X2 show a value of 3.691, which means that the VIF value is less than 10.00, so there is no multicollinearity in this study.

Hypothesis Testing

This study found that the combined use of gadgets and self-control is related to academic procrastination. The relationship between the three variables can be seen in the following table.

Table 9. Simultaneous Test (F Test)

	Signifikasi	F
Gadget use and self-control with academic procrastination	0,000 (<0,05)	165,563

Table 9 shows that gadget use and self-control are related to academic procrastination. This relationship is highly significant, as indicated by a significance value of 0.000 (<0.05).

Table 10. Determination Test (R2 Test)

	Determination Coefficient (R^2)
The use of gadgets and self-control are related to academic procrastination.	0,821

Based on table 10, it can be seen that the effective contribution of gadget use and self-control to academic procrastination is 82.1%. This means that 17.9% of procrastination is influenced by other variables outside of these two variables. Although the three research variables are related, the results differ when tested partially or individually.

Table 11. Partial Test

Variable	B	t	Significance
Constant	63,585	8,766	.000
Gadget Usage	2,090	15,735	.000
Self-control	-1,101	-8,285	.000

Based on the partial test in table 11, it can be seen that the relationship between gadget usage and academic procrastination is positive, while the relationship between self-control and academic procrastination is negative. Therefore, it can be concluded that the greater the gadget usage, the greater the academic procrastination, while the greater the self-control, the smaller the procrastination.

Discussion

1. Gadget Usage

Based on the results of grouping the categories of gadget usage levels, it can be concluded that the gadget usage of FAI students in batch 2022 is included in the high category, which is 88%. These results confirm Utami's 2019 statement in Abdullah's research which shows that addiction to the use of smartphones can affect a person's personal academic aspects, the features and sophistication contained in smartphones make humans feel like they get knowledge, entertainment, and new information in the

palm of their hands, but their use must be balanced with wisdom for the users (Syifa, 2020). According to Nasution (2022) research excessive and unwise use of gadgets can cause a person to become indifferent to the surrounding environment, both in the family and in social life, while another study revealed by Tenchmark revealed that gadget enthusiasts often check their smartphones on average up to 1,500 times per day, so that people are more preoccupied with their gadgets than having to interact with interlocutors or build relationships with the environment, even though one form of indicator of an effective communication is the common understanding between the sender and the recipient of the message (Marpaung, 2018).

2. Self-Control

Meanwhile, the results of grouping the categories of student self-control levels fall into the high category, which is 96%. Based on the self-control abilities that Averill has revealed (in Ariyanto et al., 2019). A student who has high self-control can control his behavior to immediately do his assignments and the ability to make the right decisions in every problem related to task completion is also high. And conversely, students who have low self-control are automatically low in the abilities mentioned above, so they cannot complete their assignments on time. In general, high self-control can encourage individuals to display positive behavior, where someone with high self-control will pay attention to the right way to adjust behavior to the situation and be responsible for the applicable rules, while individuals with low self-control will be more likely to show behavior that deviates from established rules, which means that a person will act and behave according to things they consider pleasant, even though they already know that these actions have the potential to cause harm (Hidayatullah et al., 2023).

3. Academic Procrastination

Based on the results of grouping the categories of gadget usage levels, it can be concluded that the level of academic procrastination of FAI students class of 2022 is included in the high category, which is 53%. According to Solomon and Rothblum (in Aisy & Sugiyo, 2021) procrastination is a deliberate delay in working on and completing tasks. Academic procrastination refers to behavioral delays and psychological distress that occurs when individuals must consider the relationship between procrastination and the psychological consequences they experience. These psychological consequences include emotional discomfort, guilt, depression, stress, and anxiety. According to Sitorus (in Purwaningtyas et al., 2024), procrastination is a phenomenon that is almost experienced by every individual in the academic field. Students tend to postpone academic responsibilities, such as administrative arrangements, exam preparation, and task completion. This behavior is a repetitive response to academic tasks and has a negative impact, where the delay only wastes time without benefit. As a result, tasks are completed after the set deadline, which ultimately leads to stress, anxiety and panic.

4. The Influence of Gadget Use and Self-Control on Academic Procrastination

This study was conducted with the aim of knowing the influence of gadget use and self-control variables on academic procrastination of 2022 Faculty of Islamic Religion students. The results of this study indicate that the two variables of gadget use and self-control, together have an effect on academic procrastination. Although the three research variables have an overall relationship, the results are different when tested partially or separately. Partial tests show that there is a positive relationship between gadget use and academic procrastination, while the relationship between self-control and academic procrastination is negative. Thus, the higher the gadget use, the greater the level of academic procrastination. Conversely, the higher the self-control, the lower the level of academic procrastination. This finding is different from the results of Purwaningtyas (2024) research, which states that the regression coefficient value of self-control is positive, meaning that procrastination will increase if self-control increases, and vice versa, and procrastination will decrease if gadget use increases.

Based on the results of the analysis, it was found that gadget use has a significant effect on the level of academic procrastination and can cause problems for individuals. This finding is in line with research conducted by Sitorus (2022), which states that academic procrastination in individuals is triggered by activities that are more fun than doing tasks such as playing games, using gadgets, and watching movies. This is due to the feeling of pleasure that arises when doing these activities, so it is

more interesting than doing academic assignments (Aviani & Primanita, 2020). The negative effect of excessive gadget use on academic procrastination in this study is supported by research conducted by Simangunsong & Sawitri (2018), that excessive gadget use accompanied by a lack of self-control can have a negative impact on a person. Someone with excessive gadget use allows individuals to have social problems such as withdrawing, difficulty in performing daily activities or experiencing impulse control disorders against themselves, because they are unable to limit or control the use of smartphone activities causing individuals to often neglect tasks that are their responsibility to do, because they run out of time playing gadgets (Simangunsong & Sawitri, 2018).

This study shows that gadget use and self-control have a significant effect on academic procrastination in college students. Students who have a low level of self-control tend to use gadgets excessively, which in turn triggers procrastination behavior. Conversely, students with good self-control are able to limit the use of gadgets more wisely so as to avoid academic procrastination. This finding strengthens the results of Yunda Kaartika (2024) research which states that there is a significant negative correlation between self-control and procrastination, and that excessive gadget use has a close relationship with weak self-control in preventing students from postponing tasks (Kartika & Azhar, 2024).

In addition, the results of this study are also in line with the findings of Hooda & Devi (2017) who emphasized that poor time management is one of the main causes of academic procrastination. Students with weak self-control tend to have difficulty in managing time effectively, making them prone to procrastination behavior. This finding is also supported by Haryanti & Santoso (2020) research which identified other factors that cause procrastination, such as concentration difficulties, low sense of responsibility, anxiety, fear of expectations, perfectionism, lack of motivation, poor organizational skills, and low self-efficacy. Thus, the findings of this study not only align with, but also expand the understanding of the importance of self-control and gadget use management in overcoming academic procrastination.

CONCLUSION

The results of this study show that gadget use has a positive and significant effect on academic procrastination, while self-control has a significant negative effect. Students with high levels of gadget use tend to postpone academic tasks more often, while those with good self-control are able to manage time more effectively and reduce procrastination behavior. Simultaneously, these two variables contributed 82.1% to the level of academic procrastination, suggesting that gadget use and self-control factors play a crucial role in students' learning patterns.

This finding confirms the importance of time management strategies and wise use of technology to minimize the negative impact of academic procrastination. Educational institutions can contribute by providing time management training and raising students' awareness about the importance of self-control in facing academic challenges. In addition, further research is needed to explore other factors that can influence academic procrastination, so that a more comprehensive solution can be found in improving student learning effectiveness.

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