

THE EFFECTS OF SOCIAL MEDIA USE AND ACADEMIC PROCRASTINATION ON STUDENTS' LEARNING MOTIVATION

^{*1}Fera Fitrianingsih, ²Edris Zamroni, ³Richma Hidayati

^{*1,2,3}Universitas Muria Kudus

Email: ^{*1}202231041@std.umk.ac.id, ²edris.zamroni@umk.ac.id,

³richma.hidayati@umk.ac.id

Abstract

This study aims to analyze the relationship between social media use and academic procrastination and the learning motivation of students at State High School 1 Mejobo, Kudus. The study employed a quantitative approach with an ex post facto correlational design. The study population consisted of 1,061 students in grades 10, 11, and 12, with a sample of 290 students selected using stratified random sampling. Data were collected via a four-point Likert-scale questionnaire that had undergone validity and reliability testing. Data analysis was performed using multiple linear regression with SPSS 23.0, after meeting the criteria for normality, heteroscedasticity, and multicollinearity. The results indicate that social media use is positively and significantly associated with learning motivation ($B = 0.163$; $t = 3.259$; $p = 0.001$). Academic procrastination also shows a positive and significant relationship with learning motivation ($B = 0.313$; $t = 6.315$; $p < 0.001$). Taken together, these two variables produced a significant model ($F = 40.300$; $p < 0.001$), with an R^2 value of 0.529. Thus, social media use and academic procrastination collectively explain 52.9% of the variation in students' learning motivation. These findings underscore the importance of understanding digital behavior and the management of academic tasks in a contextual manner when developing strategies to enhance learning motivation.

Keywords: social media use, academic procrastination, learning motivation, high school students, digital behavior

Abstrak

Penelitian ini bertujuan untuk menganalisis hubungan penggunaan media sosial dan prokrastinasi akademik dengan motivasi belajar siswa SMA Negeri 1 Mejobo Kudus. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional ex post facto. Populasi penelitian terdiri atas 1.061 siswa kelas X, XI, dan XII, dengan sampel sebanyak 290 siswa yang dipilih menggunakan teknik stratified random sampling. Data dikumpulkan melalui kuesioner skala Likert empat poin yang telah melalui pengujian validitas dan reliabilitas. Analisis data dilakukan menggunakan regresi linear berganda dengan bantuan SPSS 23.0, setelah memenuhi uji normalitas, heteroskedastisitas, dan multikolinearitas. Hasil penelitian menunjukkan bahwa penggunaan media sosial berhubungan positif dan signifikan dengan motivasi belajar ($B = 0,163$; $t = 3,259$; $p = 0,001$). Prokrastinasi akademik juga menunjukkan hubungan positif dan signifikan dengan motivasi belajar ($B = 0,313$; $t = 6,315$; $p < 0,001$). Secara simultan, kedua variabel tersebut menghasilkan model yang signifikan ($F = 40,300$; $p < 0,001$), dengan nilai R^2 sebesar 0,529. Dengan demikian, penggunaan media sosial dan prokrastinasi akademik secara bersama-sama menjelaskan

52,9% variasi motivasi belajar siswa. Temuan ini menegaskan pentingnya memahami perilaku digital dan pengelolaan tugas akademik secara kontekstual dalam pengembangan strategi peningkatan motivasi belajar.

Kata kunci: penggunaan media social, prokrastinasi akademik, motivasi belajar, siswa sekolah menengah, perilaku digital

INTRODUCTION

Learning motivation is one of the fundamental psychological constructs used to explain the quality of student engagement in the educational process. In the context of secondary education, motivation is not only related to students' willingness to participate in learning but also to the intensity of their effort, their persistence in the face of difficulties, the regulation of their learning behavior, and their orientation toward achieving academic goals. Students with strong learning motivation tend to demonstrate more consistent engagement in academic activities, whereas low motivation may be associated with decreased perseverance, engagement, and the quality of task completion (Sitohang et al., 2023; Marsabila, 2022). In the 21st-century educational environment, this construct has become increasingly complex because students' learning activities occur alongside a digital environment that continuously provides various forms of stimulation, communication, entertainment, and information (Rahman, 2021). Thus, understanding learning motivation is no longer sufficient by merely considering students' individual characteristics and the school environment; it is also necessary to take into account the digital ecosystem that shapes their daily activity patterns.

Conceptually, learning motivation develops through the interaction between internal and external factors. Internal factors include interests, attitudes, talents, cognitive abilities, psychological needs, and goal orientation, while external factors encompass family support, school environment characteristics, social relationships, and the conditions of the environments where students engage in activities (Catur, 2020). Changes in the social environment resulting from the development of digital technology have expanded this external sphere. Students no longer interact solely with the physical environments of their families, schools, and peers but also with a digital social environment that operates simultaneously. Social media enables communication, information exchange, entertainment, and the formation of social identity without the constraints of time and space (Harisman & Oruh, 2024). Therefore, the intensity of students' interactions with social media has the potential to be a relevant factor in understanding variations in learning motivation among a generation that has grown up in a digital ecosystem.

Social media plays an ambivalent role in students' academic lives. On the positive side, digital platforms can provide sources of information, learning materials, communication networks, and references that help students complete academic assignments (Siregar, 2021). Educational content on various platforms even allows students to access alternative explanations that are not always available in conventional learning. Thus, the use of social media should not inherently be viewed as an activity that harms the educational process. Rather, the consequences of its use likely depend on the purpose, intensity, type of content, context of use, and students' ability to regulate their digital behavior. On the other hand, uncontrolled use can shift time allocation from academic to non-academic activities, disrupt attention, alter sleep patterns, and increase the tendency to neglect academic responsibilities (Siregar, 2021; Auliya

et al., 2023). This ambivalence makes the relationship between social media use and learning motivation an empirical issue that cannot be explained by the simple assumption that social media always has a negative or positive impact.

One behavioral mechanism that can explain how social media use is potentially related to academic processes is academic procrastination. Academic procrastination refers to the tendency to intentionally delay the completion of academic activities even though the individual knows that such delays may result in unfavorable consequences (Adilla et al., 2024). In an educational setting, this behavior can take the form of delaying assignments, putting off studying for exams, avoiding tasks perceived as difficult, or redirecting study time toward activities that provide more immediate gratification. Procrastination is not merely a matter of time management but may be related to self-regulation, emotion management, perceptions of tasks, and the ability to sustain behavior oriented toward long-term goals (Aisy & Sugiyo, 2021).

The relationship between social media and academic procrastination is becoming increasingly relevant because the characteristics of digital platforms provide *immediate gratification* through content that is brief, diverse, personalized, and constantly updated. When students face academic tasks that are perceived as difficult, boring, or stressful, social media activities can serve as a more easily accessible alternative that provides rapid psychological rewards. From a *self-escape* perspective, online activities can serve as a mechanism to divert attention from unpleasant psychological states, including stress or dissatisfaction with academic activities (Putri et al., 2022). Under such conditions, social media use can function as a form of task avoidance, while further delaying tasks has the potential to intensify academic stress. This cycle demonstrates that social media and academic procrastination need to be understood as part of an interconnected behavioral pattern, rather than as standalone phenomena.

Academic procrastination also has direct relevance to learning motivation. Motivation requires students' ability to direct and sustain behavior toward specific goals. When students repeatedly postpone tasks, avoid academic activities, or divert their attention to non-academic activities, the resulting learning experiences can influence their perceptions of competence, success, and the value of academic activities. Usop and Astuti (2022) highlight the importance of learning motivation in explaining variations in academic procrastination, while other studies indicate a link between social media use, motivation, and various academic consequences (Hasby & Susanti, 2025). However, these relationships have not yet provided an adequate understanding of how social media use and academic procrastination are simultaneously related to students' levels of learning motivation. In other words, there remains room to test whether these two variables contribute independently or simultaneously to learning motivation.

The urgency of this study is further underscored by empirical phenomena observed in the school setting where the research was conducted. Initial interviews with guidance and counseling teachers at SMA Negeri 1 Mejobo Kudus on November 12, 2025, revealed that policies allowing students to use smartphones during school activities create opportunities for social media use while learning is taking place. According to the teachers, this issue is particularly evident among students with relatively low self-discipline. These findings were further corroborated by observations during the second phase of the School-Based Field Practice (PLP II), during which students were found accessing platforms such as TikTok and

Instagram while lessons were in session. In some cases, this usage coincided with a tendency to delay the completion of academic assignments. This phenomenon highlights the need to empirically test whether patterns of social media use and academic procrastination are related to students' learning motivation, rather than simply assuming a relationship based on normative perceptions regarding technology use.

Previous research indicates that the relationship among these variables has received attention, but conceptual and empirical gaps remain. Putri et al. (2022), for example, found a relationship between the intensity of social media use and academic procrastination. However, the relatively weak strength of the relationship suggests that social media use is likely not the sole factor explaining task-delaying behavior. This opens the possibility that other psychological and behavioral factors interact in this process. Sipayung et al. (2024) also demonstrated that social media use is associated with academic procrastination both partially and simultaneously. Nevertheless, the primary focus of that study remained on procrastination as an *outcome*, so the implications of these relationships for learning motivation have not yet been a primary concern.

Other lines of research position learning motivation in different relationships. Usop and Astuti (2022) show that learning motivation is associated with academic procrastination, while Hasby and Susanti (2025) examine social media use and learning motivation in relation to academic achievement. These findings provide a basis for the notion that motivation is a key construct in explaining academic behavior and achievement. However, when these studies are synthesized, it becomes apparent that learning motivation is more frequently positioned as a predictor, mediator, or one of the variables explaining learning outcomes—rather than as a dependent variable simultaneously explained by social media use and academic procrastination. The limitations of integrating these models create significant research opportunities.

Another gap relates to how previous research has viewed social media. Some studies focus on the intensity or frequency of social media use, while others emphasize its psychosocial or academic consequences. In reality, social media use is a multidimensional construct that can encompass frequency, duration, engagement, purposes of use, and behavioral patterns when using digital platforms. Auliya et al. (2023), for example, highlight the potential impact of excessive social media use on adolescents' behavior and lifestyle, but have not specifically explained how these consequences relate to academic motivation through the mechanism of academic procrastination. Thus, research that integrates social media use and academic procrastination as two predictors of learning motivation can provide a more comprehensive perspective on the relationship between students' digital behavior and academic engagement.

Theoretically, this study can be situated at the intersection of learning motivation, self-regulation, and digital behavior. Social media use provides an environment filled with stimuli and immediate rewards, whereas academic activities often require persistence, attention control, and the ability to delay gratification. Procrastination can be a manifestation of the failure to maintain goal-oriented behavior when students are faced with alternative activities that are more appealing or provide easier gratification. Within this framework, learning motivation can be understood not merely as a drive to achieve good grades, but as a psychological capacity that helps students maintain engagement in academic activities despite

distractions and obstacles. This perspective allows research to link digital phenomena to learning behavior through more specific psychological mechanisms.

From an educational perspective, this issue has important implications for guidance and counseling services in schools. If low learning motivation is understood solely as a matter of student willpower, the interventions provided risk being overly individualistic. Conversely, if digital behavior and academic procrastination are understood as part of the contemporary learning environment, interventions can be directed toward developing digital self-regulation, time management, distraction control, academic goal-setting skills, and strategies to overcome the tendency to procrastinate. School counselors can use this information to develop preventive services and interventions that do not merely prohibit social media use but help students develop productive patterns of technology use aligned with their academic goals.

Based on this synthesis, the research gap in this study lies in the suboptimal integration of social media use and academic procrastination into a single empirical model that treats learning motivation as the *dependent variable*. Previous research has demonstrated the relationship between social media and academic procrastination (Putri et al., 2022; Sipayung et al., 2024), the relationship between motivation and procrastination (Usop & Astuti, 2022), as well as the relationship between social media, motivation, and academic achievement (Hasby & Susanti, 2025). However, evidence regarding the simultaneous contribution of these two predictors to high school students' learning motivation remains limited. Furthermore, the context of SMA Negeri 1 Mejobo Kudus provides a specific empirical setting because the school faces the phenomenon of social media use during learning activities, as identified through initial observations and interviews with guidance counselors.

Thus, the novelty of this study lies not merely in the use of social media or academic procrastination as individual variables, but in the development of an empirical model that tests social media use and academic procrastination simultaneously as predictors of learning motivation. This model enables the study to identify whether digital behavior and academic procrastination make significant contributions to variations in learning motivation, while also determining the relative strength of each predictor. This approach contributes to the literature by shifting the perspective from simply asking whether social media is “good or bad” for students to a more analytical inquiry into how digital behaviors and academic regulation patterns relate to learning motivation in the context of secondary education.

Based on this rationale, this study aims to (1) analyze the effect of social media use on students' learning motivation, (2) analyze the effect of academic procrastination on students' learning motivation, and (3) examine the simultaneous effect of social media use and academic procrastination on the learning motivation of students at State High School 1 Mejobo Kudus. Theoretically, this study is expected to broaden our understanding of the relationship between digital behavior, academic regulation, and learning motivation. Practically, the research findings are expected to serve as a basis for teachers, school counselors, and educational administrators in designing strategies to strengthen learning motivation that take into account the realities of students' digital lives, rather than merely restricting access to technology.

METHOD

The research was conducted at SMA Negeri 1 Mejobo, Kudus, Indonesia, from 20 to 24 July

2026. The target population comprised all students enrolled in Grades X, XI, and XII, with a total population of 1,061 students.

The sample size was determined using the Slovin formula with a 5% margin of error:

$$n = \frac{N}{1 + Ne^2}$$

where n represents the required sample size, N represents the population size, and e represents the margin of error. With a population of 1,061 students and a 5% margin of error, the calculation produced an estimated sample of approximately 290 students. Accordingly, 290 students were recruited as research participants. A stratified random sampling technique was employed to ensure that students from Grades X, XI, and XII were proportionally represented. The use of stratification was intended to reduce the possibility that one grade level would be disproportionately represented in the sample and to provide broader representation of the target population across different stages of secondary education.

Variables and Operational Definitions

The study examined three principal variables: social media use, academic procrastination, and learning motivation.

Social media use (X1) was operationalized as students' patterns of accessing and engaging with social media platforms for communication, entertainment, information seeking, and other everyday activities. The construct recognizes that social media use may be associated with students' academic activities in different ways depending on the intensity, purpose, and behavioral pattern of use.

Academic procrastination (X2) was operationalized as students' tendency to intentionally delay or postpone the initiation or completion of academic tasks despite having an obligation to complete them. The construct focuses on students' behavioral tendencies in managing academic responsibilities and completing assigned learning activities.

Learning motivation (Y) was operationalized as the internal and external forces that encourage students to engage in learning activities, maintain learning effort, and pursue educational goals. The variable represents students' willingness and persistence to participate in learning activities and achieve expected academic outcomes. These operational definitions were used to establish the conceptual boundaries of each construct and to guide the development of the measurement items.

Instrumentation and Measurement

Data were collected using a structured self-administered questionnaire consisting of items measuring the three study variables. The questionnaire employed a four-point Likert-type response scale, ranging from 4 (*Strongly Agree*) to 1 (*Strongly Disagree*) for favorable statements. The scoring direction was reversed for unfavorable statements to ensure that higher scores consistently represented greater levels of the respective construct.

The initial instrument contained 60 items distributed across the three variables. The items were developed according to the predetermined indicators of social media use, academic procrastination, and learning motivation. Both favorable and unfavorable statements were included to minimize acquiescence bias and encourage respondents to evaluate each

statement carefully. Before the main survey, the questionnaire was pilot-tested with 32 students who were not included in the main research sample. The pilot testing was conducted to evaluate item validity and internal consistency before the instrument was administered to the 290 participants. Item validity testing resulted in 55 valid items out of the initial 60 items, while five items did not meet the predetermined validity criterion and were therefore excluded from the main data collection. The reliability analysis indicated that the instruments demonstrated acceptable internal consistency, with Cronbach's alpha coefficients ranging from 0.747 to 0.795 across the measured constructs. These coefficients exceeded the commonly applied minimum threshold of 0.70 for research instruments, indicating satisfactory internal consistency.

Data Collection Procedure

Data collection was conducted between 20 and 24 July 2026 following coordination with the school and relevant personnel. Prior to questionnaire administration, participants were informed about the general purpose of the study and the voluntary nature of their participation. The questionnaire was administered to students from Grades X, XI, and XII who had been selected through the predetermined stratified random sampling procedure. To reduce measurement contamination, students who participated in the instrument pilot test were excluded from the main research sample. Completed questionnaires were subsequently screened before statistical analysis to ensure that the dataset was suitable for further processing.

Data Analysis

The statistical analysis was performed using IBM SPSS Statistics for Windows, Version 23.0. Data analysis proceeded through several sequential stages. First, descriptive statistics were used to characterize the distribution of the study variables. Subsequently, classical regression assumptions were assessed before conducting multiple linear regression. The assumption testing included normality, heteroscedasticity, and multicollinearity. These procedures were performed to determine whether the observed data adequately met the statistical requirements for multiple linear regression. Normality testing was conducted to assess whether the residuals were approximately normally distributed. Heteroscedasticity testing was conducted to determine whether the variance of residuals remained relatively constant across predicted values. Multicollinearity was examined to determine whether the independent variables exhibited excessive linear overlap that could distort regression coefficient estimates.

After the assumptions had been evaluated, multiple linear regression analysis was conducted using the following model:

$$Y = a + b_1X_1 + b_2X_2 + \varepsilon$$

where Y represents learning motivation, a represents the regression constant, b_1 represents the regression coefficient for social media use, X_1 represents social media use, b_2 represents the regression coefficient for academic procrastination, X_2 represents academic procrastination, and ε represents the error term (Muhidin & Abdurahman, 2017).

Three inferential analyses were subsequently conducted. First, a partial significance test (t-

test) was used to determine whether each independent variable was statistically associated with learning motivation after controlling for the other predictor. Second, a simultaneous significance test (F-test) was used to determine whether social media use and academic procrastination jointly contributed to the prediction of learning motivation. Statistical significance was evaluated at $\alpha = .05$. Finally, the coefficient of determination (R^2) was calculated to estimate the proportion of variance in learning motivation statistically accounted for by the two predictors. The R^2 value was interpreted as the explanatory capacity of the regression model rather than as evidence of causal influence (Indartini & Mutmainah, 2024).

Ethical Considerations

The study followed basic ethical principles for educational research. Participation was voluntary, and respondents were informed about the purpose and general procedure of the research before completing the questionnaire. The collected information was treated confidentially and used exclusively for research purposes. Individual participants were not identified in the reporting of the findings. Data were analyzed and presented in aggregate form to minimize the possibility of identifying individual students.

RESULTS AND DISCUSSION

1. Preliminary Diagnostic Tests

Data from 290 students at SMA Negeri 1 Mejobo Kudus were first subjected to diagnostic testing before hypothesis testing. The purpose was to assess whether the assumptions underlying multiple linear regression were sufficiently satisfied. Three diagnostics were examined: residual normality, heteroscedasticity, and multicollinearity.

Table 1. Results of Classical Assumption Tests

TEST	INDICATOR	VALUE	DECISION CRITERION	INTERPRETATION
NORMALITY	Kolmogorov–Smirnov Asymp. Sig.	0.200	> 0.05	Normally distributed residuals
HETEROSCEDASTICITY	Sig. X1: Social Media Use	0.123	> 0.05	No heteroscedasticity
HETEROSCEDASTICITY	Sig. X2: Academic Procrastination	0.283	> 0.05	No heteroscedasticity
MULTICOLLINEARITY	Tolerance X1/X2	0.834	> 0.10	No multicollinearity
MULTICOLLINEARITY	VIF X1/X2	1.199	< 10	No multicollinearity

Source: Authors' analysis of SPSS 23.0 data (2026).

The Kolmogorov–Smirnov test produced an Asymp. Sig. value of 0.200, exceeding the 0.05 threshold. Thus, the regression residuals were considered normally distributed. This result indicates that there was no statistically meaningful departure from residual normality that would compromise subsequent coefficient estimation. The Glejser test also provided evidence against heteroscedasticity. The significance values were 0.123 for social media use (X1) and 0.283 for academic procrastination (X2), both exceeding 0.05. Accordingly, there was no statistical evidence that the residual variance systematically differed across levels of the predictors. Multicollinearity diagnostics further indicated that the predictors could be simultaneously retained in the regression model. The tolerance value was 0.834, while the VIF was 1.199 for the predictor variables. The VIF value, being close to 1, suggests limited linear redundancy between social media use and academic procrastination. Collectively, these diagnostic results indicate that the data met the principal assumptions examined in this study and were suitable for multiple linear regression analysis.

2. Multiple Regression Results

Multiple linear regression was subsequently employed to estimate the independent associations of social media use and academic procrastination with students' learning motivation.

Table 2. Multiple Linear Regression Analysis

PREDICTOR	B	T	T- CRITICAL	P	DECISION
CONSTANT	19.392	—	—	—	—
SOCIAL MEDIA USE (X1)	0.163	3.259	1.658	0.001	Significant, positive
ACADEMIC PROCRASTINATION (X2)	0.313	6.315	1.658	<0.001	Significant, positive

Source: Authors' analysis of SPSS 23.0 data (2026).

The estimated regression equation was:

$$Y = 19.392 + 0.163X_1 + 0.313X_2$$

The positive coefficient for social media use indicates that, holding academic procrastination statistically constant, a one-unit increase in the social media use score was associated with a 0.163-unit increase in learning motivation. The corresponding coefficient for academic procrastination was 0.313, indicating that a one-unit increase in the academic procrastination score was associated with a 0.313-unit increase in learning motivation, conditional on social media use. The partial test provided significant evidence for both predictors. Social media use produced $t = 3.259$, $p = 0.001$, exceeding the critical value of 1.658. Therefore, H1 was supported. In this sample, social media use was positively and significantly associated with students' learning motivation.

Academic procrastination showed an even larger coefficient, with $t = 6.315$, $p < 0.001$. Hence, H2 was also supported. The coefficient of 0.313 was approximately twice the unstandardized coefficient for social media use, suggesting that academic procrastination had a stronger statistical association with learning motivation within the specified model.

Importantly, these coefficients should be interpreted as statistical associations rather than definitive causal effects, because the study employed a nonexperimental, ex post facto design. The positive direction therefore does not establish that increasing social media use or academic procrastination would necessarily cause learning motivation to increase.

3. Joint Effect and Explanatory Power

The simultaneous contribution of the two predictors was examined using the F-test and coefficient of determination.

Table 3. Model Significance and Coefficient of Determination

STATISTIC	VALUE	INTERPRETATION
F	40.300	Significant
F-CRITICAL	3.03	—
P	<0.001	Significant
R²	0.529	52.9% explained
ADJUSTED R²	0.526	52.6% adjusted explanatory power

Source: Authors' analysis of SPSS 23.0 data (2026).

The regression model was statistically significant, $F(2, 287) = 40.300$, $p < 0.001$, substantially exceeding the critical F value of 3.03. This result supports H3 and demonstrates that social media use and academic procrastination, when entered simultaneously, were significantly associated with students' learning motivation. The model yielded an R^2 of 0.529, indicating that the two predictors collectively accounted for 52.9% of the observed variance in learning motivation. The adjusted R^2 was 0.526, indicating that approximately 52.6% of the variance remained explained after adjustment for the number of predictors and sample size. Conversely, approximately 47.1% of the variance was attributable to factors outside the present model. This level of explanatory power indicates that the model captures an important proportion of variation in students' learning motivation. Nevertheless, the unexplained proportion suggests that learning motivation is multidimensional and cannot be adequately understood through digital-media behavior and academic procrastination alone.

4. Interpretation of the Positive Association between Social Media Use and Learning Motivation

One of the notable findings is the positive and statistically significant association between social media use and learning motivation. This result is theoretically important because social media is frequently conceptualized as a potential source of distraction, particularly when students use digital platforms primarily for entertainment. However, the present findings suggest that the relationship may depend on the purpose and context of social media engagement. Social media can provide students with rapid access to educational information, peer interaction, instructional materials, discussion communities, and supplementary learning resources. Consequently, frequency of social media use cannot automatically be interpreted as problematic digital behavior. The educational value of social media may emerge when students use these platforms instrumentally to search for information, exchange academic materials, discuss assignments, or access educational content.

This interpretation is consistent with the evidence cited in the study from Siregar (2021), which emphasizes the potential of social media as an educational resource. It also corresponds with the findings of Hasby et al. (2025), who reported an association between social media use, learning motivation, and learning outcomes among Generation Z students. From a Uses and Gratifications perspective, users are not passive recipients of media exposure but actively select media to satisfy particular needs. In an educational context, students may use social media to satisfy informational, social, and academic needs. Thus, higher social media use may coexist with higher learning motivation when students' media choices are directed toward learning-related purposes.

The present finding should nevertheless be interpreted cautiously. The data do not establish that social media itself increases motivation. An alternative explanation is reverse directionality: students who are already highly motivated may use social media more frequently because they actively seek educational information and learning communities. A further possibility is that the measurement of "social media use" captures both productive and nonproductive activities. Future research should therefore distinguish between academic, social, and recreational social-media use rather than treating social-media intensity as a homogeneous construct.

5. Academic Procrastination and Learning Motivation

The second major finding concerns the positive and significant association between academic procrastination and learning motivation. The coefficient of $B = 0.313$ and $p < 0.001$ indicates that students with higher measured levels of academic procrastination also tended to report higher levels of learning motivation within this sample. At first glance, this finding appears counterintuitive because academic procrastination is commonly associated with delayed task completion, ineffective time management, and difficulties in self-regulation. However, the positive coefficient suggests that procrastination may not operate uniformly across students. One possible explanation is the distinction between passive and active procrastination. Active procrastinators may intentionally delay tasks while maintaining confidence that they can complete them under time pressure. In such circumstances, postponement does not necessarily reflect an absence of motivation. Rather, some students may retain strong achievement motivation while adopting compressed work schedules near deadlines. The interpretation is consistent with the conceptual discussion concerning active procrastination presented in the study. It also aligns with the findings of Usop and Astuti (2022), which demonstrate that the relationship between motivation, self-regulated learning, social-media intensity, and academic procrastination is complex rather than necessarily linear.

However, the present study does not directly measure active versus passive procrastination. Therefore, the positive coefficient should not be interpreted as evidence that academic procrastination is beneficial. The observed association could alternatively reflect measurement characteristics, reciprocal relationships, deadline-driven motivation, or unobserved student characteristics. This distinction is particularly important for educational practice. Schools should not encourage procrastination as a learning strategy merely because the statistical association is positive. Instead, the finding indicates the need to understand

why students postpone academic tasks and whether postponement reflects strategic deadline management or dysfunctional avoidance.

6. Joint Contribution of Social Media Use and Academic Procrastination

The simultaneous regression result provides the most important integrative finding of the study. Social media use and academic procrastination jointly produced a statistically significant model, explaining 52.9% of the variance in learning motivation. This result extends previous research that has frequently examined social-media use, academic procrastination, and learning motivation as separate constructs. By incorporating both predictors into a single regression model, the present study demonstrates that digital behavior and academic task-management behavior should be considered together when examining students' motivational processes. The finding also suggests that students' learning motivation is embedded within a broader behavioral ecology. Social-media practices may influence how students access information and interact with peers, while procrastination reflects how they organize and regulate academic tasks. These behaviors may therefore intersect within students' everyday learning routines. Nevertheless, the 47.1% unexplained variance is theoretically meaningful. Other determinants—including family support, teacher–student relationships, classroom climate, instructional strategies, self-efficacy, academic achievement goals, peer influence, sleep quality, and self-regulated learning—may contribute substantially to learning motivation. Future research should therefore develop more comprehensive models incorporating these variables.

7. Theoretical and Practical Implications

The findings contribute to the literature by challenging a simplistic assumption that digital-media use necessarily undermines students' motivation. Instead, the positive coefficient observed in this study supports a more context-sensitive interpretation of digital behavior. The educational consequences of social media may depend on how, why, and for what purposes students use digital platforms. The findings also suggest that academic procrastination requires more nuanced conceptualization. Rather than assuming that every form of delay represents low motivation, future studies should differentiate active procrastination from avoidance-based procrastination and examine the mediating role of self-regulation. Practically, schools should avoid adopting exclusively restrictive approaches toward social media. Instead, guidance and counseling programs can focus on digital self-regulation, media literacy, purposeful technology use, and academic time management. Teachers and school counselors can help students distinguish productive educational engagement from recreational digital consumption and identify maladaptive patterns of task postponement. Overall, the results indicate that social media use and academic procrastination are statistically significant predictors of learning motivation among students at SMA Negeri 1 Mejubo Kudus. However, because the study is cross-sectional and nonexperimental, the findings should be interpreted as associational evidence rather than causal proof. The strongest contribution of the study lies in demonstrating that students' digital practices and task-management behaviors jointly constitute an important part of the behavioral context surrounding learning motivation.

DISCUSSION

The results of the study indicate that social media use and academic procrastination are simultaneously and significantly positively associated with the learning motivation of students at State High School 1 Mejobo, Kudus. The regression model yielded a value of $F(2,287) = 40.300$, $p < 0.001$, with $R^2 = 0.529$, meaning that the two predictors together explain 52.9% of the variation in learning motivation. This finding is important because it indicates that students' learning motivation cannot be understood solely through their internal characteristics but also through their digital behaviors and patterns of managing their academic activities. At the same time, the large proportion of unexplained variance (47.1%) indicates that learning motivation is a multidimensional construct that is likely also influenced by self-regulated learning, self-efficacy, family support, the quality of instruction, teacher-student relationships, and the peer environment.

Social Media Use and Learning Motivation

Social media use was found to have a positive and significant relationship with learning motivation ($B = 0.163$; $t = 3.259$; $p = 0.001$). This result is interesting because much of the literature on social media tends to emphasize negative consequences such as distraction, task procrastination, and reduced academic engagement. Thus, the findings of this study indicate that the intensity of social media use is not always synonymous with maladaptive use. Its academic significance depends heavily on students' goals, the type of content, interaction patterns, and self-regulation skills. This interpretation is supported by research showing that social media can serve as a source of information and a tool to support learning. For example, studies on the use of social media in an educational context indicate that digital platforms can be used to access materials, exchange information, and support academic activities. Findings by Hasby et al. (2025) also indicate that social media use is one of the relevant variables in a model explaining Generation Z's learning outcomes. Thus, social media can serve an instrumental function when students use it to search for information, discuss course material, follow educational accounts, or access additional learning resources.

These findings can be explained through the perspective of Uses and Gratifications Theory, which views media users as active agents who choose media based on specific needs. In the context of students, these needs are not limited to entertainment but may also include the need for information, social interaction, identity, and learning. Therefore, students with high academic motivation may actually use social media more intensively because they require quick access to information and social networks that support their learning activities. In other words, the positive relationship found in this study may reflect a bidirectional relationship: certain uses of social media can support motivation, while students who already have high motivation are also more active in utilizing social media for academic purposes.

However, these results should not be interpreted as evidence that increased social media use automatically boosts learning motivation. The cross-sectional and ex post facto nature of the study design does not allow researchers to establish a causal relationship. Furthermore, the social media usage variable in this study does not explicitly distinguish between academic and non-academic use. This is important because research by Putri et al. (2022) shows that the intensity of social media use is positively and significantly associated with academic

procrastination among Accounting Education students. This means that social media can provide academic benefits under certain conditions, but it can also be a source of distraction when used without control.

Academic Procrastination and Learning Motivation

The second result shows that academic procrastination has a positive and significant relationship with learning motivation ($B = 0.313$; $t = 6.315$; $p < 0.001$). This coefficient is even higher than that for social media use, making academic procrastination a stronger predictor in the research model. This finding initially appears to contradict the common assumption that the higher the level of procrastination, the lower the learning motivation. However, this relationship needs to be understood within a more contextual framework. One possible explanation is the distinction between passive procrastination and active procrastination. Not all task delays indicate a lack of motivation. Some students may deliberately postpone tasks because they feel they can work effectively as the deadline approaches. In such cases, academic motivation can remain at a relatively high level even when procrastination occurs. Therefore, high procrastination scores are not always synonymous with low motivation if the instrument does not distinguish between the motives for procrastination.

Nevertheless, this interpretation must be made with caution. This study did not explicitly measure active procrastination; thus, it cannot be concluded that the students in this study are *active procrastinators*. A more conservative finding is that variations in academic procrastination scores are positively correlated with variations in learning motivation after controlling for social media use statistically. The study by Usop and Astuti (2022) highlights the complexity of this relationship. They identified self-regulated learning, intensity of social media use, and learning motivation as factors related to academic procrastination. This study confirms that procrastination is not influenced by a single factor but is a behavior shaped by the interaction of personal characteristics and the digital environment. Thus, the positive relationship found in this study may indicate that motivation and procrastination have a more complex dynamic than a simple linear relationship. The study's findings also need to be compared with studies that specifically examine social media and procrastination. Putri et al. (2022) found a positive and significant effect of the intensity of social media use on academic procrastination. Similar results were found by Susanto et al. (2024), who reported that the intensity of TikTok use had a positive and significant effect on academic procrastination, while self-regulated learning and an internal locus of control had negative effects on procrastination. These patterns indicate that digital behavior and self-regulation are key components in understanding students' academic behavior.

Simultaneous Relationship Between the Two Predictors and Learning Motivation

The results of the simultaneous test show that social media use and academic procrastination together make a significant contribution to learning motivation. The R^2 value of 0.529 indicates that the model has relatively high explanatory power for research on educational behavior. In other words, nearly 53% of the variation in students' learning motivation in the sample can be attributed to the combination of these two predictors. This finding contributes to previous research, which has tended to examine the relationship between social media and

procrastination or the relationship between motivation and procrastination separately.

The study by Putri et al. (2022), for example, specifically examined the effect of social media intensity on academic procrastination. Meanwhile, Susanto et al. (2024) expanded the model by including self-regulated learning and an internal locus of control. The present study broadens this perspective by positioning learning motivation as an outcome that is simultaneously explained by social media behavior and academic procrastination. This relationship can be understood through the framework of self-regulated learning. Students must not only be motivated to learn but also be able to regulate their attention, time, goals, strategies, and behavior. Social media provides a highly accessible digital environment, while procrastination reflects how students manage academic demands. When these two aspects interact, learning motivation may change depending on students' ability to regulate their behavior. These findings also reinforce that school policies regarding social media should not be solely focused on bans. An overly restrictive approach risks overlooking the educational functions of social media. Instead, schools can foster digital self-regulation, media literacy, and time-management skills through guidance and counseling services. Students need to be guided to distinguish between productive social media use and use that is compulsive or disruptive to academic activities.

Theoretical and Practical Implications

Theoretically, this study demonstrates that the relationship between social media and learning motivation is not linearly negative. Social media can be a source of distraction, but it can also serve as a source of information and learning support. Similarly, the positive relationship between procrastination and motivation highlights the need to distinguish between the forms and motives of academic procrastination rather than treating all forms of procrastination as identical phenomena. Practically, teachers and school counselors need to develop interventions that focus not only on reducing the duration of social media use but also on the quality of that use. Guidance programs can include managing notifications, setting aside social media-free study time, utilizing educational accounts, task prioritization techniques, and strategies for overcoming procrastination. Such an approach is better suited to the characteristics of a digital learning environment than simply banning smartphone use.

Nevertheless, the R^2 value of 0.529 also indicates that 47.1% of the variation in learning motivation remains unexplained by the model. Future research should incorporate variables such as self-efficacy, self-regulated learning, academic stress, teacher support, family support, peer support, sleep quality, and learning environment. Additionally, longitudinal studies or *structural equation modeling* can be used to examine potential bidirectional relationships and mediating mechanisms among social media use, procrastination, self-regulation, and learning motivation.

Overall, this study demonstrates that social media use and academic procrastination are two significant predictors of learning motivation among students at State High School 1 Mejobo Kudus. However, the positive direction of these relationships should not be interpreted as evidence that social media use or procrastination directly increases motivation. Rather, the findings suggest that function, context, purpose of use, and behavioral regulation are important aspects that must be considered when understanding the relationship between

digital behavior and students' learning motivation.

CONCLUSION

This study shows that social media use and academic procrastination are two factors significantly associated with the learning motivation of students at State High School 1 Mejobo Kudus. The results of the multiple linear regression analysis indicate that social media use has a positive and significant effect on learning motivation ($B = 0.163$; $t = 3.259$; $p = 0.001$). These findings suggest that social media does not always act as an academic distraction. When used selectively to obtain information, communicate, access learning materials, and support task completion, social media can be an integral part of students' digital learning environment. Academic procrastination also showed a positive and significant effect on learning motivation ($B = 0.313$; $t = 6.315$; $p < 0.001$). This finding must be understood contextually because procrastination is not always synonymous with low motivation. Some students may engage in *active procrastination*, which involves consciously delaying task completion while maintaining confidence in their ability to complete the task within the available timeframe. Thus, the characteristics of procrastination, self-regulation, and the academic context must be considered when explaining the relationship between task delay and learning motivation. Simultaneously, social media use and academic procrastination have a significant effect on learning motivation ($F = 40.300$; $p < 0.001$). The R^2 value of 0.529 indicates that these two predictors explain 52.9% of the variation in learning motivation, while the remaining 47.1% is attributed to factors outside the model. These findings underscore the importance of a multidimensional approach to enhancing students' learning motivation by integrating digital literacy, self-regulation, time management, social support, and adaptive learning strategies.

BIBLIOGRAPHY

- Adilla, P. N., & Lubis, W. U. (2024). Pengaruh penggunaan sosial media terhadap prokrastinasi akademik siswa di SMA Negeri 2 Medan. *INDOPEDIA (Jurnal Inovasi Pembelajaran dan Pendidikan)*, 2(1), 133–152.
- Aisy, D. F., & Sugiyo. (2021). Pengaruh kontrol diri terhadap prokrastinasi akademik siswa kelas XI SMA N 1 Kedungwuni. *Konseling Edukasi: Journal of Guidance and Counseling*, 5(2), 157–177.
- Auliya, A. A., Yahya, A. B., & Hurryos, F. K. (2023). Pengaruh penggunaan media sosial terhadap perilaku remaja di Indonesia. *Jurnal Harmoni Nusa Bangsa*, 1(2), 57–66.
- Bhirawa, W. T. (2020). Proses pengolahan data dari model persamaan regresi dengan menggunakan Statistical Product and Service Solution (SPSS). *Jurnal Sistem Informasi dan Informatika (SIMIKA)*, 3(1), 35–48.
- Catur, F. (2020). Analisis faktor internal dan eksternal terhadap motivasi belajar kimia siswa SMA Kota Jayapura. *Jurnal Ilmiah IKIP Mataram*, 7(1), 1–7.
- Harisman, H., Oruh, S., & Agustang, A. (2024). Pengaruh media sosial pada remaja. *Jurnal Pendidikan Tambusai*, 8(1), 7221–7226. <https://doi.org/10.31004/jptam.v8i1.13491>
- Hasby, R. R., & Susanti, S. (2025). Pengaruh penggunaan media sosial dan motivasi belajar

terhadap hasil belajar Generasi Z pada siswa SMK Negeri 51 Jakarta. *Jurnal Pengabdian Masyarakat dan Riset Pendidikan*, 4(1), 1242–1254. <https://doi.org/10.31004/jerkin.v4i1.1486>

Hasby, R. R., Susanti, S., & Marsofiyati. (2025). Pengaruh penggunaan media sosial dan motivasi belajar terhadap hasil belajar Generasi Z pada siswa SMK Negeri 51 Jakarta. *Jurnal Pengabdian Masyarakat dan Riset Pendidikan*, 4(1), 1242–1254. <https://doi.org/10.31004/jerkin.v4i1.1486>

Indartini, M., & Mutmainah. (2024). *Analisis data kuantitatif (uji instrumen, uji asumsi klasik, korelasi dan regresi linier berganda)*. Penerbit Lakeisha.

Ituga, A. S., & Alman, A. (2024). Prokrastinasi akademik siswa pada pembelajaran matematika kelas VI SD. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 6(1), 67–77. <https://doi.org/10.36232/jurnalpendidikandasar.v6i1.5783>

Marsabila, A. (2022). Motivasi belajar siswa: Jenis dan cara meningkatkannya. *Journal of Biology Education and Science*, 2(2), 135–140.

Muhidin, S. A., & Abdurahman, M. (2017). *Analisis korelasi, regresi, dan jalur dalam penelitian*. Pustaka Setia.

Putri, K. A. R., Sumaryati, S., & Ivada, E. (2022). Pengaruh intensitas penggunaan media sosial terhadap prokrastinasi akademik mahasiswa Pendidikan Akuntansi. *Jurnal Tata Arta UNS*, 8(3), 89–100.

Rahman, S. (2021). Pentingnya motivasi belajar dalam meningkatkan hasil belajar. Dalam *Prosiding Seminar Nasional Pendidikan Dasar* (pp. 289–302). Pascasarjana Universitas Negeri Gorontalo.

Sipayung, S., Siahaan, S., Sihombing, L., Lubis, [inisial tidak tersedia], Sinaga, [inisial tidak tersedia], Turnip, [inisial tidak tersedia], & Nahampun, [inisial tidak tersedia]. (2024). Analisis faktor-faktor psikologis yang mempengaruhi kemampuan afektif anak di sekolah dasar. *Jurnal Kabar Masyarakat*, 1(4), 141.

Siregar, A. (2021). Efektivitas penggunaan media sosial sebagai media pendidikan. *Jurnal Kajian Pendidikan Islam dan Keagamaan*, 5(2), 389–408.

Sitohang, G. S., Siahaan, P. G., Purba, N. R., Siregar, F. A., Irsyad, F. R., Sari, G., & Siboro, R. P. (2023). Pengaruh media sosial TikTok dalam perubahan sikap generasi muda terhadap implementasi nilai-nilai Pancasila di SMPN 27 Medan. *Jurnal Pendidikan Tambusai*, 7(3), 27871–27879. <https://doi.org/10.31004/jptam.v7i3.11226>

Sitohang, T., Sinaga, Y. R. M., Sihombing, D., Gultom, N. S. B., Lase, J. M. S., Gurning, M. R., & Samosir, H. (2023). Manfaat literasi dan motivasi belajar di SD Negeri 6 Saitnihuta. *Jurnal Pengabdian Masyarakat Nusantara*, 3(1), 78–89.

Sugiyono. (2024). *Metode penelitian kuantitatif, kualitatif, dan R&D* (Ed. 3). Alfabeta.

Susanto, R., Susanti, S., & Handarini, D. (2024). Pengaruh intensitas penggunaan media sosial TikTok, *self-regulated learning*, dan *internal locus of control* terhadap prokrastinasi akademik pada SMK Negeri di Jakarta Utara. *EKOMA: Jurnal Ekonomi, Manajemen, Akuntansi*, 3(6),

1896–1912. <https://doi.org/10.56799/ekoma.v3i6.5255>

Usop, D. S., & Astuti, A. D. (2022). Pengaruh *self-regulated learning*, intensitas penggunaan media sosial, dan motivasi belajar terhadap prokrastinasi akademik mahasiswa. *Jurnal Ilmiah Profesi Pendidikan*, 7(3), 1622–1631. <https://doi.org/10.29303/jipp.v7i3c.839>