

Academic Self-Efficacy as a Mediator between Social Media Usage Intensity and Academic Procrastination among University Students

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ABSTRACT

Background: The increasing intensity of social media use among university students has led to various academic challenges, one of which is academic procrastination, thereby necessitating an in-depth examination of its underlying factors. **Aim:** This study aims to examine the relationship between social media usage intensity and academic procrastination with academic self-efficacy as a mediating variable, as well as to test whether social media usage intensity has a direct and indirect effect on academic procrastination through academic self-efficacy. **Method:** A total of 200 students from IAIN Langsa were selected using purposive sampling. This study employed a quantitative approach with an explanatory research design. Data were collected using three standardized instruments: the College Academic Self-Efficacy Scale, the Social Media Usage Intensity Scale (SIPMS), and the Multidimensional Academic Procrastination Scale (MAPS-15). Data analysis was conducted using Structural Equation Modeling-Partial Least Squares (SEM-PLS), including evaluation of the measurement model and structural model through bootstrapping procedures. **Result and Discussions:** The results showed that social media usage intensity had a significant positive effect on academic procrastination ($\beta = 0.823$, $p < 0.001$), and a significant positive effect on academic self-efficacy ($\beta = 0.219$, $p < 0.001$). Academic self-efficacy was also found to have a significant effect on academic procrastination ($\beta = 0.181$, $p < 0.001$). **Conclusion:** Furthermore, academic self-efficacy was found to partially mediate the relationship between social media usage intensity and academic procrastination, indicating that social media use affects academic procrastination both directly and indirectly through academic self-efficacy.

Keywords: Social Media Usage Intensity, Academic Procrastination, Academic Self-Efficacy, Mediation, University Students.



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INTRODUCTION

Students are essentially expected to set priorities by treating the completion of academic assignments as their primary responsibility in the higher education process. However, field findings indicate that many students actually neglect their academic obligations due to excessive use of social media. Repetitive and addictive digital activities encourage students to allocate more time to non-academic activities rather than completing assignments (Neidi, 2021). According to the 2022 APJII survey (Putri, 2024), nearly all students (98.19%) are recorded as social media users, with a trend of increase compared to the previous year. This usage is dominated by platforms such as YouTube (96.87%), Facebook (96.01%), WhatsApp (95.08%), and Instagram (91.12%), while the average daily usage duration ranges from 3 to 5 hours. This situation is further complicated by the emerging habit of procrastinating until the deadline is nearly upon them. As deadlines draw near, students often experience confusion, psychological pressure, and a decline in self-confidence regarding their ability to complete assignments (Miracle et al., 2024). This phenomenon indicates that social media use not only impacts behavioral aspects but also has implications for students' psychological well-being.

academic procrastination refers back to the tendency of college students to intentionally put off the finishing touch of academic obligations, each in terms of starting and finishing them. Procrastination is related to impulsivity, that's an person's tendency to choose sports that offer instant gratification over responsibilities with lengthy-term blessings (Steel, 2007). This circumstance can be exacerbated by using low instructional self-efficacy. Bandura (1997) explains that self-efficacy is an man or woman's perception in their capacity to finish a particular mission. students with low instructional self-efficacy generally tend to sense less able to assembly educational demands, making it simpler for them to keep away from obligations and procrastinate. students with low educational self-efficacy generally tend to feel less able to assembly instructional needs, making it simpler for them to keep away from duties and have interaction in procrastination. Low instructional self-efficacy serves as an inner factor that exacerbates this tendency (Erdianto & Dewi, 2020). The interplay among high social media use and low instructional self-efficacy triggers the formation of a recurring pattern of

procrastination, which affects the decline within the exceptional of getting to know consequences. consequently, further research is wanted to look at the relationship between academic procrastination, academic self-efficacy, and social media use as a basis for formulating extra effective intervention techniques and growing steerage and counseling offerings.

severa research on academic procrastination have tested the various factors that have an effect on it, both external and inner. maximum preceding research have analyzed these two variables separately and targeted on direct relationships. a few research have followed an integrative technique with the aid of incorporating mediating variables; but, they typically use other variables which include self-regulated studying or vanity (Nurmaidah et al., 2025) instead of educational self-efficacy. research by way of Usop and Astuti (2022) suggests that self-regulated getting to know and the depth of social media use drastically influence educational procrastination. meanwhile, Imani and Rozi (2024) additionally examined the impact of academic procrastination and self-regulated learning on educational anxiety; however, they were unable to identify the mediating mechanism between social media use and academic procrastination. Consequently, there remains a research gap regarding the integration of academic self-efficacy and social media use. into a comprehensive analytical model, particularly by positioning self-efficacy as a mediating variable; for this reason, this take a look at is crucial to advantage a deeper expertise of the dynamics of instructional procrastination. This have a look at aims to fill this hole to offer a closer knowledge of the relationships a number of the variables underneath investigation.

The motive of this study is to take a look at the results of college students' academic procrastination, social media usage depth, and instructional self-efficacy. This study is urgent since college students are using social media more intensely. which has the capability to persuade instructional conduct. excessive engagement in virtual sports contributes to an inclination in the direction of procrastination, both without delay and via a decline in individuals' confidence in their academic skills. based on this framework, this study postulates that the impact of social media usage intensity on academic procrastination is mediated by academic self-efficacy. information had been accumulated through a questionnaire measuring social media usage intensity the use of the Social Media usage depth Scale (SIPMS) developed via Ria Sabekti (Bidayah, 2022), academic self-efficacy using the college academic Self-Efficacy Scale (cases) evolved by using Owen and Froman (1998) as noted (Ifdil et al., 2019), and academic procrastination the use of the Multidimensional academic Procrastination Scale (MAPS-15) evolved with the aid of González-Brignardello and Sánchez-Elvira Paniagua (2023) (Taqiyah & Syahputra, 2025). This examine highlights the position of the depth of social media use as an outside factor and educational self-efficacy as a mental mechanism that mediates the improvement of instructional procrastination amongst university college students. The effects of this look at are expected to provide a deeper knowledge of the affect of social media use on academic procrastination, both without delay and in a roundabout way thru instructional self-efficacy, thereby offering a extra complete photo of the dynamics of students' instructional behavior.

METHOD

This study employs a quantitative method with an explanatory design, aiming to look at the relationships amongst variables and the role of mediation on this have a look at. The observe involved students at IAIN Langsa. The sampling approach used was purposive sampling, which entails deciding on a sample primarily based on standards tailor-made to the studies goals (Creswell, 2014). The criteria for respondents in this study include active IAIN Langsa students, aged 19–22 years, who use social media for at least two hours per day, and who are willing to participate by signing an informed consent form.

The sample size consisted of 200 participants. This number is considered adequate for Structural Equation Modeling-Partial Least Squares (SEM-PLS) analysis. Previous literature has suggested that PLS-SEM is suitable for studies with relatively moderate sample sizes, provided that the statistical power and model complexity are adequate (Hair et al., 2019). Therefore, the sample size of 200 participants in this study was considered sufficient to produce stable estimation results and support hypothesis testing.

Data collection was conducted using a questionnaire with a 1–4-point Likert scale to avoid neutral responses, ensuring respondents provided answers consistent with their actual experiences. The Social Media Usage Intensity Scale (SIPMS), developed by Ria Sabekti (Bidayah, 2022), consists of 18 items, academic self-efficacy using the college instructional Self-Efficacy Scale (cases), evolved via Owen and Froman and previously established amongst Indonesian college students (Ifdil et al., 2019), comprising 33 items; and academic procrastination using the Multidimensional Academic Procrastination Scale (MAPS-15), developed by González-Brignardello and Sánchez - Elvira Paniagua, in its Indonesian version, which has been adapted and used in research in Indonesia (Taqiyah & Syahputra, 2025), consisting of 15 items. Statistics analysis changed into conducted using the Structural Equation Modeling-Partial Least Squares (SEM-PLS) approach thru convergent validity checks, reliability checks, discriminant validity checks, and multicollinearity checks. Hypothesis testing, R-squared, F-squared, indirect effect, and total effect analyses were conducted to determine the direct and indirect effects and to test the role of academic self-efficacy as a mediating variable in the relationship between the intensity of social media use and academic procrastination.

RESULTS AND DISCUSSION

Results

The convergent validity take a look at on this study become conducted with the aid of inspecting the outer loading values of each indicator using SmartPLS. primarily based at the take a look at results, all indicators for the variables of academic self-efficacy, social media usage intensity, and educational procrastination having values of outer loading greater than 0.70. For the instructional self-efficacy variable, the outer loading values ranged from 0.799 to 0.888. The social media usage intensity variable had outer loading values between 0.802 and 0.878, while the instructional procrastination variable had outer loading values starting from 0.808 0.901. those values suggest that all signs had been able to replicate the measured constructs nicely because they met the criteria for convergent validity, namely having component loading values more than 0.70.

Table I. Reliability Test

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Intensity of Social Media Use	0.976	0.976	0.978	0.716
Academic Self-Efficacy	0.988	0.989	0.988	0.710
Academic Procrastination	0.973	0.973	0.975	0.723

Based totally on the test effects, the academic self-efficacy variable received a Cronbach's Alpha fee of 0.988, a Composite Reliability of 0.988, and an AVE of 0.716. The Cronbach's Alpha price, Composite Reliability, and AVE for the social media utilisation intensity variable were 0.976, 0.978, and 0.710, respectively. Meanwhile, the academic procrastination variable obtained an AVE of 0.723, a Composite Reliability of 0.975, and a Cronbach's Alpha price of 0.973. Cronbach's Alpha, Composite Reliability, and AVE scores were all higher than 0.70 and 0.50, respectively. it is able to be concluded that all constructs on this have a look at are dependable and have met the standards for convergent validity.

Table II. Discriminant Validity Test

	Heterotrait-monotrait ratio (HTMT)
Intensity of social media use - academic self-efficacy	0.217
Academic Self-Efficacy - Academic Procrastination	0.363
Intensity of Social Media Use - Academic Procrastination	0.884

Based totally at the test consequences, the relationship between the depth of social media use and academic self-efficacy yielded an HTMT price of 0.217, the relationship among educational procrastination and academic self-efficacy yielded a fee of 0.363, and the connection between academic procrastination and the intensity of social media use yielded a price of 0.884. All HTMT values had been under 0.90, indicating that every variable had true construct differentiation and met the criteria for discriminant validity. as a result, all variables in this take a look at had been observed to be able to competently distinguishing one assemble from any other.

Table III. Multicollinearity Test

	VIF
Academic Self-Efficacy - Academic Procrastination	1.050
Intensity of social media use - academic self-efficacy	1.000
Intensity of Social Media Use - Academic Procrastination	1.050

Based at the check consequences, the relationship between academic procrastination and academic self-efficacy has a VIF fee of 0.050; the relationship among the depth of social media use and educational self-efficacy additionally has a VIF fee of 1.000; and the connection among academic self-efficacy and academic procrastination has a VIF cost of 1.050. those values indicate that each one variables have VIF values below 5, so it may be concluded that there may be no multicollinearity difficulty in the research version.

Table IV. Direct Effect Test

Hipotesis	Path Coefficient	P-Value	Path	Coefficien	F-Square
			Lower Limit	Upper Limit	
H1: Intensity of social media use – academic procrastination	0.823	0.000	0.765	0.870	2.864

H2: Intensity of social media use – academic self-efficacy	0.219	0.000	0.103	0.346	0.050
H3: Academic self-efficacy – academic procrastination	0.181	0.000	0.111	0.258	0.138

Based totally at the take a look at results, the intensity of social media use has a vast impact on instructional procrastination, with a route coefficient of 0.823 and a p-fee of 0.000 ($p < 0.05$). every boom in social media use will increase academic procrastination. With a 95% self assurance program languageperiod, the importance of the impact of social media usage intensity on academic procrastination lies between 0.765 and 0.870. The presence of social media usage intensity in increasing academic procrastination has a sturdy effect at the structural level ($F\text{-rectangular} = 2.864$).

The intensity of social media use has a sizeable impact on academic self-efficacy, with a direction coefficient of 0.219 and a p-fee of $0.000 < 0.050$. The advantageous path coefficient indicates that every growth within the depth of social media use will growth students' academic self-efficacy. Based totally on the 95% confidence c language, the value of the effect of social media usage intensity on academic self-efficacy falls within the variety of 0.103–0.346. meanwhile, the impact length ($F\text{-rectangular}$) price of 0.050 indicates that social media usage intensity has a decreasing effect on academic self-efficacy. into the small class inside the study's structural model. Academic self-efficacy has a substantial impact on academic procrastination, with a direction coefficient of 0.181 and a p-price of $0.000 < 0.050$. The nice route coefficient suggests that any increase in academic self-efficacy will growth students' academic procrastination. Based on the 95% confidence c language, academic self-efficacy's impact on academic procrastination ranges from 0.111 to 0.258. Additionally, the impact length ($F\text{-rectangular}$) of 0.138 shows that academic procrastination is less affected by academic self-efficacy. into the mild category within the study's structural model.

Table V. R-squared

	R-square	R-square adjusted
Academic Self-Efficacy	0.048	0.043
Academic Procrastination	0.775	0.773

The R-squared value for the academic self-efficacy variable, at 0.048, indicates that the depth of social media use explains 4.8% of the variance in academic self-efficacy, while the ultimate 95.2% is defined by means of different variables out of doors the research version. This fee indicates that the predictive power of those variables in explaining academic self-efficacy falls into the vulnerable category.

The intensity of social media use and academic self-efficacy together account for 77.5% of academic procrastination, according to the academic procrastination variable's R-square value of 0.775. while the closing 22.5% is defined via other variables outside the studies model. This price indicates that the structural version has robust explanatory energy.

Table VI. F-square

	f-square
Academic Self-Efficacy - Academic Procrastination	0.139
Intensity of social media use - academic self-efficacy	0.050
Intensity of Social Media Use - Academic Procrastination	2.864

Based totally at the effects of the F-square (effect size) analysis, the impact of academic self-efficacy on academic procrastination yielded a price of 0.139, indicating a small-to-moderate impact length; hence, academic self-efficacy makes a reasonably big contribution to procrastinating in academics. The impact of social media use on academic self-efficacy produced a cost of 0.050, which falls into the small class, indicating that its contribution to educational self-efficacy is fantastically low. meanwhile, the impact of social media utilization depth on academic procrastination yielded a fee of 2.864, indicating a very massive effect length, making social media utilization depth the most dominant variable in explaining academic procrastination.

Table VII. Indirect Effect

	Original sample (O)	P values
Intensity of Social Media Use - Academic Self-Efficacy - Academic Procrastination	0.040	0.006

Based totally at the test consequences, through academic self-efficacy, the indirect effect of social media usage intensity on academic procrastination was 0.040 (effective), with a p-fee of $0.006 < 0.05$ (significant). which means that the academic self-efficacy variable performs a mediating role within the impact of social media utilization intensity on procrastination.

Table VIII. Total Effect

	Original sample (O)	T statistics (O/STDEV)	P values
Academic Self-Efficacy - Academic Procrastination	0.181	4.811	0.000
Intensity of social media use - academic self-efficacy	0.219	3.491	0.000
Intensity of Social Media Use - Academic Procrastination	0.862	39.722	0.000

Based on the results of the Structural Equation Modeling (SEM-PLS) analysis, academic self-efficacy was found to have a significant positive effect on academic procrastination, with a path coefficient of 0.181, a t-statistic of 4.811, and a p-value of 0.000, indicating a relatively weak effect. In addition, social media usage intensity had a significant positive effect on academic self-efficacy, with a path coefficient of 0.219, a t-statistic of 3.491, and a p-value of 0.000, suggesting that higher social media usage intensity tends to be associated with higher academic self-efficacy, although the effect size was relatively small.

The direct effect of social media usage intensity on academic procrastination was 0.823, indicating a strong positive relationship. However, when the indirect effect through academic self-efficacy was included, the total effect increased to 0.862, showing a stronger overall influence. This difference indicates that academic self-efficacy partially mediates the relationship between social media usage intensity and academic procrastination, meaning that social media usage affects academic procrastination both directly and indirectly through academic self-efficacy.

Discussion

I. Social Media Use on Academic Procrastination

With a route coefficient of 0.823 and a p-value of 0.000, the study's findings show that the extent of social media use has a pleasant and significant impact on college students' academic procrastination. These results are in line with earlier studies stating that excessive social media use is closely related to expanded academic procrastination among college students. Research conducted by Ramadhani et al. (2025) confirms that notifications and constantly up to date content on social media structures create cognitive distractions that divert students' interest from their academic responsibilities.

The strength of this effect ($f^2 = 2.864$) can be defined via the idea of elaborate social media use defined by Andreassen (2015) namely, excessive social media use characterized by an individual's difficulty in controlling the duration and intensity of their use. High social media use can reduce self-regulation, making students more prone to academic procrastination to obtain instant entertainment from social media. This is reinforced by Steel's (2007) Temporal Motivation Theory, which explains that individuals tend to avoid tasks they find unpleasant and choose activities that provide immediate gratification. College students use social media as a diversion that provides rapid satisfaction, thereby increasing the tendency toward academic procrastination.

The R^2 value for academic procrastination of 77.5% shows that the depth of social media use, combined with academic self-efficacy, is a totally strong predictor of undertaking-procrastination behavior among college students. This locating underscores the want for virtual time control-based totally interventions in better education settings, given that social media use and virtual multitasking can disrupt attention and decrease students' academic overall performance (Junco & Cotten, 2012).

2. Social Media Use on Academic Self-Efficacy

The intensity of social media use turned into located to have a advantageous and big effect on academic self-efficacy, with a path coefficient of 0.219 and a p-value of 0.000. even though the effect is distinctly small ($f^2 = 0.050$), this positive direction offers an interesting perspective. This finding aligns with Bandura's (1997) view on the resources of self-efficacy, certainly one of that's vicarious enjoy that is, observing the success of others. through social media, college students can witness the academic achievements in their friends, get admission to inspiring academic content material, and interact in online mastering groups that not directly make stronger their self assurance.

The study also found that exposure to positive content and others' achievements on social media can boost users' motivation and self-confidence, especially when they identify with that content. Positive online social interactions, including receiving support and feedback from peers, contribute to an overall increase in self-efficacy. However, the small effect size (path coefficient = 0.219) serves as a reminder that the benefits of social media on self-efficacy are highly dependent on the patterns and quality of its use. Passive and consumptive use of social media has a tendency now not to have a significant effect on self-efficacy. Conversely, active use oriented toward knowledge exchange, interaction, and academic collaboration has greater potential to enhance academic self-efficacy (Alshahrani & Pennington, 2020; Gusteti et al., 2024; Yao et al., 2023). students want to be guided to apply social media more selectively and purposefully to maximize its benefits for academic improvement (Bu'ulolo & Hulu, 2025).

The R^2 value of 0.048 indicates that the intensity of social media use accounts for only 4.8% of the variance in academic self-efficacy, while the remaining 95.2% is influenced by other factors outside the research model. The low R^2 value indicates that academic self-efficacy is a psychological construct formed through a complex and multidimensional process, and thus cannot be explained solely by the intensity of social media use. Bandura (1997) explains that self-efficacy is influenced by four main sources: mastery experience, vicarious experience, verbal persuasion, and physiological states. In this context, social media use tends to be related only to the

aspect of vicarious experience, namely the observation of other individuals' experiences or successes. Therefore, the influence of the intensity of social media use on the formation of academic self-efficacy is relatively limited.

Most of the variance in academic self-efficacy is likely influenced more by other factors, such as the quality of interactions with instructors and peers, previous experiences of academic success, feedback during the learning process, and social support from the family environment (Laka & Suryanto, 2024). In numerous previous studies, these factors have been shown to contribute more strongly to the development of academic self-efficacy than the use of social media alone.

3. Academic Self-Efficacy on Academic Procrastination

Academic procrastination is significantly impacted by academic self-efficacy, with a route coefficient of 0.181 and a p-value of 0.000. This positive direction of influence appears to contradict the general assumption in the educational psychology literature, where high self-efficacy is typically associated with reduced procrastination (Klassen et al., 2008). Therefore, these findings warrant further in-depth study. However, some studies suggest that the relationship between self-efficacy and procrastination is not always consistent, as it is influenced by the learning context and the type of procrastination engaged in by individuals, such as active and passive procrastination (Hensley, 2014; Sanecka, 2019).

One possible explanation is the phenomenon of overconfidence. Students with high self-efficacy exhibit excessive optimism regarding their ability to complete academic tasks, thereby encouraging procrastination because they feel the task can still be completed close to the deadline. This phenomenon is related to the making plans fallacy, that's the tendency for individuals to underestimate the time required to complete a venture (Buehler et al., 1994). This condition is exacerbated when students have high social media usage, so that time that should be used to work on assignments is instead spent browsing social media with the belief that they still have enough time (Lian et al., 2018; Nwosu et al., 2020).

Studies findings imply that this wonderful dating may be prompted by using numerous contextual elements. In collectivist cultures including Indonesia, High self-efficacy college students typically conform to social standards. along with the addiction of procrastinating on duties because they sense they can nevertheless whole them near the deadline. High self-efficacy is not always accompanied by good time management and self-regulation skills. Under certain conditions, confidence in one's personal abilities may actually encourage the postponement of academic tasks because individuals feel they can still achieve the expected results even when working under time constraints (Santos et al., 2025). In this situation, procrastination does not stem from a lack of ability, but rather from overconfidence in one's ability to manage time pressures and academic demands.

The findings of this study indicate that high levels of social media use contribute to digital distractions that can reduce students' focus and self-control. Consequently, confidence in one's academic abilities does not automatically lead to productive behavior. Conversely, high self-confidence can increase tolerance for procrastination because students feel they are still capable of completing tasks even when working close to the submission deadline (Shaked & Altarac, 2023). Thus, the positive relationship between academic self-efficacy and academic procrastination in this study indicates that the influence of self-efficacy on academic behavior is contextual and can be influenced by the dynamics of self-regulation, personal and social factors, and patterns of social media use in students' academic lives.

4. The Mediating Role of Academic Self-Efficacy

The consequences of the indirect impact check imply that academic self-efficacy partially mediates the effect of social media usage intensity on academic procrastination, with a coefficient of 0.040 and a p-value of 0.006. Although its contribution is small compared to the direct effect, the presence of this mediation is statistically significant and theoretically important.

Those findings support Bandura's (1986) social cognitive theory, and is the reason that person behavior in this situation, procrastination is not solely decided by outside factors (intensity of social media use) however is also mediated by using internal cognitive ideals including self-efficacy. The mediation pathway indicates that high intensity of social media use can growth academic self-efficacy thru publicity to inspirational content and positive interactions, and that expanded self-efficacy contributes to procrastination thru the overconfidence mechanism.

The partial mediating effect indicates that most of social media's influence on procrastination is direct, bypassing self-efficacy. This suggests that social media operates through multiple mechanisms of influence: some work directly via attentional distraction and reduced self-regulation, while others work indirectly through changes in students' self-efficacy beliefs. Those findings increase our knowledge of the complicated relationship between academic procrastination, self-efficacy, and social media use, and provide chances for the design of more holistic and focused interventions.

CONCLUSION

This observe concludes that the intensity of social media use has a advantageous and massive impact on college students' academic procrastination, with a path coefficient of 0.823 and an impact size of 2.864, which is classified as very robust. The strength of this influence may be explained thru the idea of intricate social media use and the theory of temporal motivation, wherein severe

social media use weakens students' self-regulation, leading them to prioritize sports that provide instant gratification over the completion of academic responsibilities. The depth of social media use turned into additionally located to have a positive effect on academic self-efficacy, although the contribution was small ($f^2 = 0.050$). This positive direction reflects the role of vicarious experience in the formation of self-belief, where exposure to peers' achievements and educational content on social media can strengthen students' academic self-confidence to a limited extent.

The findings of this take a look at reveal a positive have a relationship between academic procrastination and academic self-efficacy, which contradicts commonplace assumptions inside the educational psychology literature. This phenomenon may be explained with the aid of the planning fallacy, even college students who have high academic self-efficacy typically put off assignments because they think they can finish them quickly, just before the deadline. This non-linear relationship is probable also motivated by the intensity of social media use as a contextual variable that weakens self-regulation, even amongst individuals with high self-efficacy. In addition, the impact of social media usage intensity on academic procrastination is partially mediated by academic self-efficacy, according to mediation analysis. (indirect effect = 0.040; $p = 0.006$), indicating that social media operates through two mechanisms simultaneously: directly via attention disruption and reduced self-regulation, and indirectly through changes in students' self-efficacy beliefs. Overall, the structural model in this study explains 77.5% of the variance in academic procrastination, confirming that the interaction between digital habits and psychological constructs provides a relevant and robust framework for understanding students' academic procrastination behavior in the digital age.

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