The Effect of Smartphone Addiction on Students' Academic Proscrastination

Putri Anjani Simbolon[1✉], Nurussakinah Daulay[2]

State Islamic University of North Sumatra Medan, Indonesia[1,2]

E-mail: anjanisimbolon00@gmail.com[1], nurussakinah@uinsu.ac.id[2]

Abstrak

Penggunaan *smartphone* menjadi kebutuhan primer dalam akses informasi sumber belajar di era pandemi Covid-19. Melalui *smartphone*, pekerjaan dan berbagai proses bidang pendidikan menjadi mudah, sebab dapat menghubungkan komunikasi dari jarak berjauhan. Begitupun, *smartphone* bila digunakan secara berlebihan dapat menimbulkan permasalahan dalam proses belajar siswa, termasuk sikap menunda-nunda akademik atau prokrastinasi. Penelitian ini bertujuan untuk mengetahui apakah *smartphone addiction* berpengaruh terhadap perilaku prokrastinasi akademik pada siswa. Adapun metode yang digunakan ialah penelitian kuantitatif, dengan jumlah total subjek penelitian, yaitu 172 siswa dengan teknik pengambilan sampel ialah *cluster random sampling*. Metode pengumpulan data menggunakan skala *smartphone addiction* dan skala prokrastinasi. Hasil penelitian ini menunjukkan bahwa terdapat pengaruh *smartphone addiction* terhadap prokrastinasi akademik siswa dengan rincian nilai t= -3,177 dan p=0,002 < 0,05.

Kata Kunci: Prokrastinasi Akademik, Smartphone Addiction.

Abstract

The use of smartphones is a primary need in accessing the information on learning resources in the era of the Covid-19 pandemic. Through smartphones, work and various educational processes are made easy, because they enable remote communication. Likewise, smartphones when used excessively can cause problems in the student learning process, including procrastination or academic procrastination. This study aims to determine whether smartphone addiction has an effect on academic procrastination behavior in students. The method used is quantitative research, with a total number of research subjects, namely 172 students. The sampling technique is cluster random sampling. The data collection method used a smartphone addiction scale and a procrastination scale. The results of this study indicate that there is an effect of smartphone addiction on students' academic procrastination with the details of the value of t = -3.177 and p = 0.002 <0.05.

Keywords: Academic Procrastination, Smartphone Addiction.

INTRODUCTION

Student behavior in delaying academic activities, especially the work and collection of academic assignments is known as academic procrastination. This behavior is a common problem that becomes a psychological obstacle for students in learning. As a result, students who experience psychological problems will experience being left behind during the learning process. This is in line with an opinion by Daulay (2019: 139), that students who experience academic procrastination tend to have low enthusiasm and motivation to learn, lack self-confidence, and are slow in the process of completing studies.

Furthermore, Anggawijaya (2014: 1-2) suggests that students who take a job for granted will feel burdened with a "stack of tasks", experience a decrease in learning achievement, and even bullying from peers for study delays. Steel (2004) added, that the habit of procrastinating that occurs in students certainly has an impact on the learning process and results that are not optimal. Nugrasanti (2006) states that students who experience this kind of behavior (academic procrastination), are a form of student failure to prepare provisions for future goals.

Academic procrastination that occurs in students is increasingly disguised by the implementation of online learning via learning applications on smartphones. Because, not infrequently elementary education students only show questions (assignments) given by the teacher, while parents are responsible for answering the assignment. This is one of the negative impacts of using smartphones in the learning process at the basic education level. Likewise, during the Covid-19 pandemic, it seems that students, educators, and education stakeholders have shown an attitude of dependence on smartphones as an alternative to distance learning media.

In connection with the above phenomenon, Novitasari & Khotimah (2016) explained that the use of smartphones helps children learn to be smart and creative independently at home. In addition, Salehan & Negahban (2013) said that there are application features outside of learning that can cause students to be reluctant (lazy) in learning, such as online games, social media communication, or other life stress transfers. Such features certainly hinder the student's learning process if their use cannot be controlled (Chiu, 2014). This excessive use of smartphones is termed smartphone addiction behavior (Morissan, 2020).

Usually, individuals who experience smartphone addiction will not ignore the impact of their behavior (Paramita & Hidayati, 2017). Ironically, the use of smartphones exceeds even primary needs, where a person is very dependent and cannot be far from his smartphone. According to Chiu (2014), this behavior is often experienced by elementary-age children and teenagers, the main reason is to entertain themselves and divert stress through game application features on smartphones. One of the negative impacts that are feared to occur in students with smartphone addiction behavior is academic procrastination (Syifa, 2020).

According to Muhid in Telaumbanua (2016), the attitude of procrastination in a person is done intentionally and repeatedly. Mudalifah & Madhuri (2019: 91-98) added that procrastination behavior tends to be carried out due to piling up a job so that it is hampered to complete tasks optimally. The same thing was also conveyed by Ghuvron & Risnawati (2017) regarding the attitude of academic procrastination due to a person's tendency to follow one's emotional self in doing a task. Based on research by Surur, *et.al.* (2020), it is proven that students who experience academic procrastination start by feeling lazy to study and not happy to complete a job.

Indeed, academic studies on academic procrastination have been widely studied from various study points of view. The relevant ones include research by Kartadinata & Sia (2008: 109-119) on students and study time management. In addition, Surijah & Tjundjing (2007) analyzed the aspect of student learning consistency. Furthermore, Fauziah (2015: 123-132) focuses on examining the factors that influence students' academic procrastination attitudes.

Another relevant research was conducted by Ramadhan & Winata (2016: 154-159) regarding the decline in student achievement due to academic procrastination. Furthermore, Khotimah, *et.al.* (2016) and Sagita, *et.al.*

(2017) examined academic procrastination in students from the aspect of self-concept and self-efficacy. Munawaroh, *et.al.* (2017) examined the characteristics of students who experienced academic procrastination. In addition, Wulan & Abdullah (2014) and Nanik (2008) examined the aspects of the concept of perfectionism in students so that they were hampered in completing assignments.

Observing the various literature reviews above, it is understood that so far the theme of academic procrastination in students is often juxtaposed by previous researchers with an analysis of self-concept and study completion. The gap analysis of this theme study has not been specifically investigated concerning the influence of smartphone addiction that is rampant during the implementation of distance learning. On this basis, the researcher specifically examines this theme which has a scientific distinction from previous research, which is summarized in the title, "*The Effect of Smartphone Addiction on Students' Academic Procrastination*".

METHOD

This study uses a quantitative approach with a total population of all students at the Lumut public school, which is 172 students, then the research subjects are obtained using a cluster random sampling technique taken randomly from several classes. Furthermore, the research instrument used two scales, namely the smartphone addiction scale consisting of 10 items, with a reliability value of 0.734 (scores ranging from 1-5) and the academic procrastination scale consisting of 29 items, with a reliability value of 0.711 (scores ranging from 1-5).

There are several stages of this research procedure, namely: First, the research preparation stage, starting with making measuring instruments in the form of a smartphone addiction scale and procrastination scale using google form media, followed by seeking information and permission from the principal to collect data on students in schools that data will be taken. Second, is the research implementation stage. The data collection process was carried out through the help of the google form media where before distributing the scale, the researcher did not meet the subject directly but collected subject contacts, and contacted each subject to provide the scale via chat, SMS, and email, and formed a group.

The scale distribution procedure carried out is to provide preliminary, informed consent and instructions for working on the scale which has been included in the following link: https://forms.gle/EQ1Z4ytFAdTMXBqD8. Third, the data processing stage. Data for the smartphone addiction and procrastination scales were obtained by scoring each answer given by the research respondents for each statement. After all the data is collected, then the data is processed using SPSS. Furthermore, this data was analyzed using simple regression to reveal the proposed hypothesis, namely to find out whether smartphone addiction affects procrastination behavior.

RESULTS AND DISCUSSION

The results of the categorization of smartphone addiction and procrastination are as follows:

Table 1
Smartphone Addiction Score Categorization

Value Range	Category	Frequency	Percentage
Very Low	< 23	0	0 %
Low	23-30	5	2,9%
Medium	31-38	82	47,7 %
High	39-47	67	39,0 %
Very High	> 47	18	10,5 %

Based on the table category (1), it can be seen that 172 student subjects experienced smartphone addiction behavior. Among them 0 subjects experienced smartphone addiction in the very low category, 5 subjects (2.9%) experienced smartphone addiction in the low category, 82 (47.7%) subjects experienced smartphone addiction

in the moderate category, 67 (39.0%) subjects experienced smartphone addiction in the high category, and 18 (10.5%) subjects experienced smartphone addiction in the very high category. From the results above, it can be concluded that most of the research subjects have smartphone addiction which can be categorized as moderate (47.7%).

The calculation of the subject's procrastination score obtained the following procrastination data categorization:

Table 2
Categorization of Procrastination Score

Value Range	Category	Frequency	Percentage
Very Low	< 58	0	0 %
Low	58-76	0	0 %
Medium	77-96	61	35,5 %
High	97-116	93	54,1 %
Very High	> 116	18	10,5 %

Based on the table category (2) above, it can be seen 172 student subjects, of which 0 subjects experienced very low category procrastination, 0 subjects experienced low category procrastination, 61 (35.5%) subjects experienced moderate category procrastination, 93 (54.1%) subjects experienced high category procrastination, and 18 (10.5%) subjects experienced very high category procrastination. Thus, it can be concluded that most of the research subjects for the variable procrastination can be categorized as high (54.1%).

Assumption Test Results

Distribution Normality Test

Normality test for the learning motivation variable and learning independence variable was carried out by Kolmogorov-Smirnov as seen in table 3 below.

Table 3
Normalization Test

One-Sample Kolmogorov-Smirnov Test		
N		172
Test Statistic		,069
Monte Carlo Sig. (2-tailed)	Sig.	,385d

Based on the data in the table (3) above normality, it can be seen that the significance value of smartphone addiction and procrastination variables is 0.385. From the significance of the score of the variable, this value shows that it is greater than 0.05 (P = 0.385 > 0.05), which means that the data from the variable is normally distributed. Then the linearity test was then carried out on the two variables and the results were obtained in the table (4) below.

Table 4
Linearity Test Results

	ANOVA					
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1110,705	1	1110,705	10,091	,002b
	Residual	18712,574	170	110,074		
	Total	19823,279	171			
a. Dependent Variable: PROCRASTINATION						
b. Predictors: (Constant), SMARTPHONE						

The results of the linearity test based on the table (4) above, from the smartphone addiction variable to procrastination, the F = 10,091 and P = 0.002 < 0.05, then there is a linear relationship between smartphone addiction and procrastination.

Hypothesis Test Results

The research hypothesis: There is a negative effect of smartphone addiction on procrastination as shown in table (5) below.

Table 5
Hypothesis Test Results

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Coefficientsa				
		B	Std. Error	Beta		
1	(Constant)	114,009	4,421		25,789	,000
	SMARTPHONE	-,367	,115	-,237	-3,177	,002
a. Dependent Variable: PROCRASTINATION						

With the value of t = -3.177 and p = 0.002 <0.05, it can be concluded that there is a negative influence between smartphone addiction on student procrastination, so the hypothesis proposed in this study can be accepted. To find out how much smartphone addiction affects procrastination in this study, it can be seen in the R Square value in the Model Summary table, as follows:

Table 6
Coefficient of Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
		Model Summaryb		
1	,237a	,056	,050	10,49161
a. Predictors: (Constant), SMARTPHONE				
b. Dependent Variable: PROCRASTINATION				

Based on the data in the table (6) above, it can be seen that the value of the coefficient test results shows that the R square value is 0.056. This value indicates the influence of smartphone addiction on procrastination by 5.6% and the remaining 94.4% is influenced by other variables not included in this study.

Discussion

Smartphones today are very influential in various circles, from the young to the elderly, they cannot be separated from smartphones, smartphones are not currently a lifestyle but have become a necessity in life, considering that students nowadays often access lessons from smartphones, but as we know know that in smartphones there are various interesting features to use, smartphones have a positive influence, one of which is entertainment when feeling anxious, but smartphones also harm students, because it is not uncommon for students to use smartphones for too long and cannot control their use so that they become lazy to do his assignments at school until finally delaying doing his assignments and too busy surfing using a smartphone.

This study aims to determine the effect of smartphone addiction on academic procrastination. Based on the results of data analysis, it is known that smartphones affect procrastination by 0.048. The negative effect of smartphone addiction on academic procrastination in this study is supported by research conducted by Simangunsong & Sawitri (2018: 52-66) that smartphone addiction is a dependence on smartphones accompanied by a lack of self-control and harms students. Someone with smartphone addiction is likely to have social problems such as withdrawing, difficulty in performing daily activities, or experiencing impulse control disorders himself because he is not able to limit or control the use of smartphone activities causing individuals to often neglect the tasks they are responsible for. to do it, because they run out of time playing on smartphones. In addition, the negative effect of smartphone addiction on procrastination was found in the study by Lin, *et.al.*

(2014) revealed 4 aspects of smartphone addiction, namely compulsive behavior, functional impairment, withdrawal, and tolerance.

The compulsive behavior aspect shows that compulsive smartphone use cannot be stopped even if someone knows there will be negative consequences. This behavior continues to be repeated even though users know the negative effects of excessive smartphone use. In line with the research of Subagio & Hidayati (2017: 27-33) that excessive use of smartphones causes students to find it difficult to concentrate on paying attention and doing assignments because they cannot separate themselves from their smartphones. Students who compulsively will continue to repeat activities using smartphones that are considered fun and can entertain themselves, will cause a negative impact, and make students neglect the tasks that are the responsibility of students, in this case, the student is doing academic procrastination.

The functional impairment aspect means that excessive use of smartphones can disrupt the user's life functions, for example, disturbed sleep due to continuous smartphone use. Disruption of student life functions, such as reduced sleep time or irregular eating patterns when using smartphones regularly, excessive use can lead to more opportunities for students to procrastinate. Students often stay up late to play with their smartphones, which leads to students being sleep deprived and neglecting their academic assignments. That's because smartphones are rated as more fun than doing tasks.

Withdrawal aspects are the emergence of anxiety when not using a smartphone, the emergence of a feeling of wanting to use a smartphone again right after stopping using it, and always thinking about a smartphone when he is not using it. In line with the data from the research of Anuj, *et.al.* (2013: 657) shows that students feel restless and anxious when they can't contact the desired person and feel annoyed when they forget to bring a smartphone when students experience smartphone addiction it will cause feelings of anxiety if they don't use a smartphone, and always want to use a smartphone continuously and causes students to have difficulty detaching from smartphones and delaying doing their assignments.

Aspects of tolerance, namely students who use smartphones will continue to increase their use as they want, students with smartphone addiction always try to control not to use smartphones, but always fail to do so. Although students have tried not to use smartphones by limiting their use, this always fails and results in students wanting to use them continuously. This causes students to run out of time and neglect their assignments. From these descriptions, it can be seen that if the smartphone addiction level is high, the level of academic procrastination is also high, on the contrary, if the smartphone addiction level is low, the academic procrastination behavior is also low.

Based on the results of the categorization of research data for the smartphone addiction variable, it can be seen that the smartphone addiction score on the subject, which amounted to 172 students, was found to be 2.9% in the low category, 47.7% in the medium category, 39.0% in the high category, and 10.5% in the very high category. This shows that students are more dominant in experiencing a moderate level of smartphone addiction. The moderate level of smartphone addiction is something that needs to be prevented because if prevention is not done, students cannot control their smartphone use, so students will experience a high category of smartphone addiction, in line with the research of Kwon, *et.al.* (2013) that smartphone addiction is a behavioral disorder of attachment or dependence on smartphones that causes social problems such as withdrawing from social groups (peers), and difficulties in performing daily activities or as an impulse control disorder against a person. So it can be concluded that students who experience smartphone addiction must be prevented because it will affect their social life, and will result in students experiencing academic procrastination, and decreasing school achievement.

Furthermore, based on the results of the categorization of research data for the academic procrastination variable, it can be seen that the procrastination score of 172 subjects was found to be 35.5% in the medium category, 54.1% in the high category, and 10.5% in the very high category. This shows that students experience a high level of academic procrastination behavior. A high level of procrastination behavior is something that

must be prevented because it harms students' lives both in the school environment and in the family environment.

Based on the results of this study, it can also be seen how much smartphone addiction has a negative influence on procrastination behavior. This is seen from the results, which obtained an R Square value of 0.056. This value indicates that 5.6% of smartphone addiction affects procrastination, while the remaining 94.4% is influenced by other factors not included in this study. These other factors include anxiety, achievement goal orientation, self-efficacy, and motivation. Finally, based on the results of this study, it can be interpreted that smartphone addiction affects procrastination in students, it can be seen that if the smartphone addiction level is high, the academic procrastination level is also high, on the contrary, if the smartphone addiction level is low, the academic procrastination behavior is also low.

CONCLUSION

Based on the results of research on the effect of smartphone addiction on students' academic procrastination, it was found that there was a negative effect of smartphone addiction on academic procrastination. The influence of smartphone addiction on procrastination is 5.6%, so it can be interpreted that if the smartphone addiction level is high, the academic procrastination level is also high, on the contrary, if the smartphone addiction level is low, the academic procrastination behavior is also low. While the remaining 94.4%, are influenced by other factors not included in this study, other factors such as anxiety, achievement goal orientation, self-efficacy, and motivation.

BIBLIOGRAPHY

Anggawijaya, S. (2014). Hubungan Antara Depresi dan Prokrastinasi Akademik. *Calyptra, 2*(2), 1-12. https://journal.ubaya.ac.id/index.php/jimus/article/view/834.

Anuj, M., Rajasekar, V.D., & Krishnagopal, L. (2013). A Study to Assess Economic Burden and Practice of Cell Phone Disposal Among Medical Students. *Journal of Clinical and Diagnostic Research, 7*(4), 657. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3644438/.

Chiu, S.I. (2014). The Relationship Between Life Stress and Smartphone Addiction on Taiwanese University Student: A Mediation Model of Learning Self-Efficacy and Social Self-Efficacy. *Computers in Human Behavior, 34*(1), 49-57. https://www.sciencedirect.com/science/article/pii/S0747563214000296.

Daulay, N. (2019). *Psikologi Pendidikan dan Permasalahan Umum Peserta Didik.* Medan: Perdana Publishing.

Fauziah, H.H. (2015). Faktor-faktor yang Mempengaruhi Prokrastinasi Akademik pada Mahasiswa Fakultas Psikologi UIN Sunan Gunung Djati Bandung. *Psympathic: Jurnal Ilmiah Psikologi, 2*(2), 123-132. http://journal.uinsgd.ac.id/index.php/psy/article/view/453.

Ghuvron, N., & Risnawati, R. (2017). *Teori-teori Psikologi.* Yogyakarta: Ar-Ruzz Media.

Kartadinata, I., & Sia, T. (2008). I Love You Tomorrow: Prokrastinasi Akademik dan Manajemen Waktu. *Anima: Indonesian Psychological Journal, 23*(2), 109-119. http://repository.ubaya.ac.id/23843.

Khotimah, R.H., Radjah, C.L., & Handarini, D.M. (2016). Hubungan Antara Konsep Diri Akademik, Efikasi Diri Akademik, Harga Diri, dan Prokrastinasi Akademik pada Siswa SMP Negeri di Kota Malang. *Jurnal Kajian Bimbingan dan Konseling, 1*(2), 60-67. http://journal2.um.ac.id/index.php/jkbk/article/ view/621.

Kwon, M., Lee, J.Y., Won, W.Y., Park, J.W., Min, J.A., Hahn, C., ... & Kim, D.J. (2013). Development and Validation of A Smartphone Addiction Scale (SAS). *PloS One, 8*(2). https://journals.plos.org/plosone/ article?id=10.1371/journal.pone.0056936.

Lin, Y.H., Chang, L.R., Lee, Y.H., & Tseng, H.W. (2014). Development and Validation of the Smartphone Addiction Inventory (SPAI). *PLoS ONE, 9*(6).

Morissan, M. (2020). Hubungan Penggunaan *Smartphone* dan Kinerja Akademik di Kalangan Mahasiswa. *Jurnal Studi Komunikasi, 4*(1), 158-181. https://ejournal.unitomo.ac.id/index.php/jsk/article/view/1800.

Mudalifah, K., & Madhuri, N.I. (2019). Pengaruh Kontrol Diri dan Efikasi Diri Terhadap Prokrastinasi Akademik dalam Menyelesaikan Skripsi Mahasiswa Program Studi Pendidikan Ekonomi STKIP PGRI Tulungagung. *Jurnal Inovasi Pendidikan Ekonomi, 9*(2), 91-98. http://ejournal.unp.ac.id/index.php/jipe/article/view/105205.

Munawaroh, M.L., Alhadi, S., & Saputra, W.N.E. (2017). Tingkat Prokrastinasi Akademik Siswa Sekolah Menengah Pertama Muhammadiyah 9 Yogyakarta. *Jurnal Kajian Bimbingan dan Konseling, 2*(1), 26-31. http://journal2.um.ac.id/index.php/jkbk/article/view/314.

Nanik, N. (2008). Perfeksionime, Prokrastinasi Akademik, dan Penyelesaian Skripsi Mahasiswa. *Anima: Indonesian Psychological Journal, 2*(3), 256-276. http://repository.ubaya.ac.id/id/eprint/31260.

Novitasari, W., & Khotimah, N. (2016). Dampak Penggunaan *Gadget* Terhadap Interaksi Sosial Anak Usia 5-6 Tahun. *Jurnal PAUD Teratai, 5*(3), 182-186. http://jurnalmahasiswa.unesa.ac.id/index.php/paud-teratai/article/viewFile/17261/15693.

Nugrasanti, R. (2006). Locus of Control dan Prokrastinasi Akademik Mahasiswa. *Jurnal Provitae, 2*(1), 25-33. https://books.google.com/books?hl=id&lr=&id=OVODLXSI4RoC&oi=fnd&pg=PA25&dq=Nugrasanti+locus+of+control&ots=lxiEAmYa0t&sig=agRnJGe3aZZMpZebfMJVDes3hYk.

Paramita, T., & Hidayati, F. (2017). Smartphone Addiction Ditinjau dari Alienasi pada Siswa SMAN 2 Majalengka. *Jurnal Empati, 5*(4), 858-862. https://ejournal3.undip.ac.id/index.php/empati/article/view/15456.

Ramadhan, R.P., & Winata, H. (2016). Prokrastinasi Akademik Menurunkan Prestasi Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran, 1*(1), 154-159. https://ejournal.upi.edu/index.php/jpmanper/article/view/3260.

Sagita, D.D., Daharnis, D., & Syahniar, S. (2017). Hubungan *Self Efficacy*, Motivasi Berprestasi, Prokrastinasi Akademik dan Stres Akademik Mahasiswa. *Jurnal Bikotetik: Bimbingan dan Konseling Teori dan Praktik, 1*(2), 43-52. https://journal.unesa.ac.id/index.php/jbk/article/view/1890.

Salehan, M., & Negahban, A. (2013). Social Networking on Smartphones: When Mobile Phones Become Addictive. *Computers in Human Behavior, 29*(6), 2632-2639. https://www.sciencedirect.com/science/article/pii/S0747563213002410.

Simangunsong, S., & Sawitri, D.R. (2018). Hubungan Stres dan Kecanduan *Smartphone* pada Siswa Kelas X SMA Negeri 5 Surakarta. *Jurnal Empati, 6*(4), 52-66. https://ejournal3.undip.ac.id/index.php/empati/article/view/19988.

Steel, P. (2004). *The Nature of Procrastination*. Canada: University of Calgary.

Subagio, A.W., & Hidayati, F. (2017). Hubungan Antara Kesepian dengan Adiksi Smartphone pada Siswa SMA Negeri 2 Bekasi. *Jurnal Empati, 6*(1), 27-33. https://ejournal3.undip.ac.id/index.php/empati/article/view/15106.

Surijah, E.A., & Tjundjing, S. (2007). Mahasiswa Versus Tugas: Prokrastinasi Akademik dan Conscietiousness. *Anima: Indonesia Psychological Journal, 22*(4), 352-374. https://www. researchgate.net/profile/Ide-Bagus-Siaputra/publication/275715751_Mahasiswa_Versus_Tugas_Prokrastinasi_Akademik_dan_Conscientiousness/links/55451c8b0cf23ff71686997a/Mahasiswa-Versus-Tugas-Prokrastinasi-Akademik-dan-Conscientiousness.pdf.

Surur, M., Wibawa, R.P., Jaya, F., Suparto, A.A., Harefa, D., Faidi, A., ... & Purwanto, A. (2020). Effect of Education Operational Cost on the Education Quality with the School Productivity as Moderating Variable. *Psychol Educ J, 57*(9), 1196-1205. https://www.academia.edu/download/65678745/445_Article_Text_718_2_10_20210128_3.pdf.

Syifa, A. (2020). Intensitas Penggunaan *Smartphone*, Prokrastinasi Akademik, dan Perilaku *Phubbing*

Mahasiswa. *Counsellia: Jurnal Bimbingan dan Konseling, 10*(1), 83-96. http://e-journal.unipma.ac.id/index.php/JBK/article/view/6309.

Telaumbanua, K. (2016). Konsep Dasar Layanan Bimbingan dan Konseling di Sekolah Dasar. *Warta Dharmawangsa, 49*(1). https://jurnal.dharmawangsa.ac.id/index.php/juwarta/article/download/167/162.

Wulan, D.A.N., & Abdullah, S.M. (2014). Prokrastinasi Akademik dalam Penyelesaian Skripsi. *Jurnal Sosial Humaniora, 5*(1). http://ejurnal.mercubuana-yogya.ac.id/index.php/soshum/article/view/136.