



Gadget Addiction as a Mediation of the Relationship between Self-Control and Student Academic Procrastination

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ABSTRACT

One proof of the sophistication of technology that is worldwide today is gadgets. The existence of gadgets has attracted the pleasure of young people today. The consequences for individuals if they do not control their use of gadgets are that they are likely to become addicted to gadgets. When you are addicted to gadgets you tend to procrastinate. Academic procrastination is detrimental to procrastinators. This research proves its existence. The intervening variable, namely gadget addiction, influences the relationship between self-control and academic procrastination. This research uses a quantitative research approach with a sampling technique using random sampling on student subjects. The research results showed that intervening variables can act as a mediator between the influence of the relationship between self-control and gadget addiction. This research was perfect mediation research because the three variables were significantly related to each other.

Keywords: Academic procrastination, gadget addiction, self-control

Introduction

Student is a term for individuals who are studying at a university. One of one's duties students are learning. Therefore, students are often referred to as intellectuals and intellectuals of the era front (Sagita et al., 2017). It is undeniable that some students postpone their coursework, this happens for various reasons. Some people's view of the behavior of delaying tasks is negative behavior. Procrastinators are considered setting aside their duties because they have lower cognitive abilities (Muyana, 2018). Procrastination behavior is not a thing simple behavior, individuals who carry out procrastination behavior are called procrastinators (Rosmana et al., 2023). The term procrastination is also permitted when individuals deliberately delay and this occurs repeatedly (Assafi'i et al., 2023). Students who postpone assignments and tend to be lazy about studying are caused by various activities such as campus activities and off-campus activities. There are other reasons why individuals like to postpone assignments because of difficulties in arranging a structured systematic way of learning (Afifah Asyifak, 2023).

One of the impacts of procrastination behavior is difficulty in completing academic assignments which results in decreased grades (Suhadianto & Pratitis, 2019). Losses for individuals who carry out procrastination are characterized by the amount of time wasted, tasks are neglected, and the results of task completion are not optimal (Munawaroh et al., 2017). Too much time is wasted making it unproductive to produce anything useful (Reza et al., 2022). It is possible that the consequences of procrastination will affect the individual's cognitive, behavioral, physical, moral and interpersonal aspects. Signs of impact on the affective aspect, individuals feel anxiety, anxiety, fear, regret, crying, and it can be said that emotions are uncontrolled. The cognitive aspect of task procrastination behavior makes the individual always remember the tasks that have not been completed. These thoughts make negative thoughts appear, the individual feels like he has failed in carrying out the task. The behavior that is created when individuals procrastinate tends to be in a hurry to collect tasks so that the work on the task is not optimal. Physical conditions experienced include feeling tired, difficulty sleeping, and heart palpitations. This act of procrastination also concerns the morals of individuals who tend to have the opportunity to cheat. In this way, interpersonal assessments from other people receive negative assessments from other people (Cahayadewi et al., 2022).

Procrastination behavior is influenced by internal and external factors. Individual internal factors become procrastinators caused by self-control, self-confidence, self-criticism, self-regulation, motivation, lack of self-awareness. Meanwhile, external factors that form procrastination behavior are parents' parenting patterns and environmental conditions where the individual lives (Iskandar, 2023). When self-control is lacking, the individual has difficulty controlling his emotional impulses (Hafizh & Sudinadji, 2018). According to Steel, academic procrastination and self-control have a strong negative correlation. Proven through research results show that there is a significant negative relationship between self-control and academic procrastination (Anggraeni & Soetjiningasih, 2023). Individuals with low self-control have a tendency to be impulsive, enjoy risky behavior, and be narrow-minded, resulting in academic procrastination. Likewise, individuals who have high self-control tend to consider the actions they will take (Firmansyah et al., 2023).

Previous research results found that academic procrastination is not only caused by low self-control, but rather because of gadget addiction behavior. The problem caused by individuals addicted to online games or gadgets is academic procrastination (Hafizh & Sudinadji, 2018). The existence of gadgets actually makes it easier for individuals to find resources to support their tasks. It's just that excessive use of gadgets tends to trigger academic problems, namely academic procrastination (Indriani, 2022). Bernad stated that the main factor in individuals experiencing academic procrastination is pleasure seeking. Individuals who postpone tasks or procrastinate because these individuals prefer to seek pleasure rather than doing the tasks they have. With advances in technology, many people are looking for fun through gadgets (Novalyne & Soetjningsih, 2022). In order to seek pleasure through gadgets, the comfort obtained from gadgets will make individuals forget the frequency of using gadgets that are not suitable for their use. Where this makes individuals dependent on gadgets or what is called gadget addiction which has an impact on tasks, namely experiencing academic procrastination.

Individuals who experience gadget addiction are influenced by several factors, namely internal, social, situational and external. The internal factors of individuals experiencing gadget addiction originate from within the individual, namely low self-control, habit of operating gadgets is high, and personal enjoyment of gadgets is also high. Social factors due to gadgets as a tool to support communication with other people. Situational factors where the attractive features displayed create a feeling of comfort in the individual. And finally, the external factor is support from the gadget environment (Nurhayani et al., 2023). Previous research also states that self-control is a factor that influences a person's use of gadgets (Syaroh, 2019). From the results of the literature review, there is a negative relationship between self-control and gadget addiction (Khasanah & Winarti, 2021). It means more and more. The higher a teenager's self-control, the lower their gadget addiction (Mumbaasithoh et al., 2021). It can be interpreted as an individual factor or cause experiencing gadget addiction stems from a person's low self-control.

The description above is in line with the theoretical review of De Ridder et al. which states that self-control is an important component. The self-control component is useful as a barrier to undesirable predictors (De Ridder et al., 2011). It can be interpreted that self-control has a role in considering decisions that tend to lead to something that is in line with norms. Self-control plays a role in resisting existing temptations by considering decisions for long-term interests. The benefits of good self-control in the life domain are useful for delivering individuals to achieve education, mental health, physical health and social relationships (Bertrams & Schmeichel, 2014). Low self-control is a significant risk factor for various personal and interpersonal problems. The existence of self-control can train several individual aspects, namely discipline, intentionally or not to behave impulsively, adopting healthy habits, work ethic, and reliability (Tangney et al., 2004). Self-control is the ability to control oneself, by considering the behavior that will be carried out. Impaired self-control that causes dependence on the internet or gadgets is a disturbance in desire or desire. Adolescents who have high self-control tend to be able to direct and regulate their behavior in using the internet on their gadgets (Faradilla, 2020).

In line with the previous statement that good self-control will train several aspects of an individual's life. In this context, according to Young, gadget addiction or internet addiction is a condition where a person is dependent on gadgets or the internet (Soetjipto & Soetjipto, 2017). This means that if a person's self-control is high, they can prevent dependence on using gadgets. There are three dimensions to classify someone as being addicted to the internet or gadgets, namely psychological/emotional conflict in which they sacrifice time with family and friends to go online or use their gadgets. The second dimension is time management, the length of time used to use gadgets or the internet. And the third dimension is modification of feelings related to fear of losing the internet to feeling bored when offline (Widyanto et al., 2011). These three dimensions show that individuals who are addicted to gadgets will have an impact on three dimensions of life. In this context, individuals who are addicted to gadgets are individuals who have low self-control, with this condition making individuals unable to manage their time well. In the context of students who have college assignments, if an individual experiences this condition, it does not rule out the possibility of the individual prioritizing their enjoyment over what they should be doing, namely doing assignments. Fascination with gadgets makes them dependent, which supports individuals in delaying tasks.

According to Steel, procrastination is irrational procrastination. This means that delays are made for several reasons. This task delay behavior is carried out by irrationally avoiding tasks that cause discomfort and produce futile or suboptimal results. The indicators in procrastination are tasks that are mandatory, clear deadlines, knowing the consequences, and anticipating the consequences. The fourth indicator is defined as if the four indicators have been realized and are clearly known, but are still carried out repeatedly, then it can be said that the individual is carrying out procrastination on purpose (Setiawan, 2013). From the previous description, it is the basis for researchers that gadget addiction is a mediating influence of self-control on academic procrastination behavior. With this, a research hypothesis was created, namely the influence of self-control on academic procrastination with the mediating role of student gadget addiction. The aim of the research is to determine the role of gadget addiction as a mediator between self-control and student academic procrastination. The benefit of this research is as a contribution to thought, discourse and information development of psychological science.

Research methods

This research uses three variables. The first variable is self-control as the independent variable (x). control The self is the control that occurs to produce a behavior. The second variable is academic procrastination as the dependent variable (y). Academic procrastination is the behavior of procrastinating on academic tasks. The third variable is gadget addiction as an intervening variable (mediator). Gadget addiction is a behavior that is dependent on gadgets. This research uses a random sampling technique or random sampling where each member The population has an equal chance of being selected to be part of the sample. The minimum sample size is 30 with adherents theory from (Kerlinger & Lee, 2000). The research subjects used student subjects, this was based on the phenomenon of procrastination which often occurs in students, especially with their dependence on gadgets.

The scale used to measure the independent variable (x), namely self-control, uses an Indonesian adaptation scale which refers to the theory of De Ridder et al. to measure the level of student self-control. The scale consists of 10 items with two dimensions, namely the inhibition dimension and the initiation dimension (Arifin & Milla, 2020). The measuring tool used to measure student procrastination uses the UPS scale, this scale is a collaborative scale from

PCI and IPS. The UPS scale consists of 5 items that refer to Steel's theory. At this scale it has been adapted to use Indonesian. The UPS measuring instrument is used to measure procrastination by paying attention to irrational aspects and common factors. The UPS scale was reworded to provide a new, higher quality measure of procrastination (Setiawan, 2013). To measure the intervening (mediation) variable, namely the gadget addiction scale, a scale that refers to Young's theory is used. The number of items on the scale consists of 20 items, namely the IAT scale (Soetjipto & Soetjipto, 2017).

The research procedure begins with collecting data by preparing measuring instruments. Continue with the search for respondents meet the criteria, namely students. When distributing a scale or measuring instrument is accompanied by an explanation and informed consent. Scale Disseminate directly and utilize social media. On the scale it is made clear that these interests are used as research is not for anything else and does not affect the academic value of lectures. Statistical analysis in research uses an analysis process (Hayes & Preacher, 2014). What is used to see the mediating role in research is the role of gadget addiction in mediating the influence of self-control on academic procrastination. There are several stages of analysis, namely carrying out a multicollinearity test, normality test, heteroscedasticity test, and continuing with hypothesis testing.

Research result

The results of the distribution of the scale obtained as many as 99 active student subjects. From the data obtained, several steps were carried out The research test, namely the first of the multicollinearity tests, is used to test whether the regression relationship between variables occurs sequentially perfect or not. Analysis of data obtained from SPSS Version 22 obtained tolerance data on variables of $0.718 > 0.01$ and VIF data of $1.393 < 10$. This means that from the results of the multicollinearity test, the data meets the multicollinearity test. Followed by an assumption test which was processed statistically, a sig value of $0.200 > 0.05$ was obtained. So the data can be interpreted as normal or meets the normality assumption test. If the data is declared normal, then use the next analysis test parametric analysis. And the heteroscedasticity test is processed statistically to obtain a scatterplot image. Where the image of dots spreads irregularly over the x-axis and y-axis which means normal data. Also accompanied by data obtained from the coefficient table is 0.000 and $0.005 < 0.05$. This data can be means that there are no symptoms of heteroscedasticity or the assumption of heteroscedasticity is met.

Variabel	Sig
Kontrol Diri	0,005
Kecanduan Gadget	0,000

From the results of the Hayes process analysis, it was found that the relationship between the three variables was related to each other significant. The output of the relationship between self-control variables and gadget addiction was obtained, with a significant influence The significance value is $0.0000 < 0.05$. It can be interpreted that the self-control variable has a significant influence with a coefficient of 1.7488. Obtained output data on the relationship between gadget addiction variables and procrastination with the presence of intervening variables namely gadget addiction, a significance value of 0.0048 was obtained. This means gadget addiction to academic procrastination has a significant influence with a coefficient value of 0.1929. With the presence of the role of intervening variables, it creates The significance value of self-control on procrastination is $0.0048 < 0.05$. This means that you have self-control over procrastination significant relationship with a coefficient of 0.1013. In this way, the relationship between these three variables can be interpreted are significantly interconnected so that the hypothesis is accepted and the research model obtained is perfect mediation. Where The three variables have a significant relationship with each other.

From the results of the analysis, it was found that there was a significant relationship between self-control and gadget addiction. It means something that self-control has an influence on gadget addiction. When someone has high self-control then they become addicted low gadgets. In line with previous research which states that the higher a person's self-control, the lower it will be the tendency to become addicted to gadgets. And conversely, if someone has low self-control then they have levels high gadget addiction (Mumbaasithoh et al., 2021). This is also in line with the current condition of students who spend a lot of time by accessing social networks (Kurniawati, 2020). The individual obtains comfort and enjoyment from the gadget (Angelina & Matulesy, 2013). With good self-control you will be more considerate of long-term impacts (Denson et al., 2012). With that it will tend at significant risk of personal and interpersonal problems including discipline, deliberate or not acting impulsively, healthy habits, dependability, and a good work ethic (Tangney et al., 2004).

This is continuous with the third variable from the research, namely the academic procrastination variable. With self-control that lacks a sense of discipline, is not impulsive, healthy habits are not realized, reliability and work ethic are lacking maximum. In different conditions, if the individual is able to control self-control, he will be able to regulate or control use of gadgets and time in doing tasks (Faradilla, 2020). Apart from that, it is also supported by previous research that Self-control is one of the factors causing individuals to experience gadget addiction (Nurhayani et al., 2023). The impact that results if Individuals have low self-control and gadget addiction influences their academic procrastination. Especially as Students still have assignments to study. The learning process or study period will not be separated from lecture assignments. If an individual has low self-control and is too engrossed in their gadgets, this does not rule out the possibility the occurrence of academic procrastination. Task delay behavior occurs (Setiawan, 2013). With indirect academic procrastination also influences academic achievement (Yudistiro, 2016). This is detrimental to the students themselves.

Conclusion

The research results obtained a significant relationship between the three variables which indicates a relationship between the three variables This variable is the occurrence of mediation. Providing intervening variables or mediators in research functions well as a mediator, namely the gadget addiction variable plays a role in mediating the relationship between the influence of self-control on academic procrastination. The mediation model that occurred in this

research was perfect mediation, due to the influence of the control relationship self towards procrastination before and after the intervening variables both have a significant influence.

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