Student Academic Procrastination That Boils Down to Gadget Addiction: Post-Pandemic Challenges to Solve

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ARTICLE INFO	ABSTRACT
Keywords: academic procrastination; gadget addict; challenge *Article history:* Received 2022-07-20 Revised 2022-09-23 Accepted 2022-12-22	The prolonged pandemic conditions experienced by the world forced changes in various aspects of life and unwittingly formed a new "culture" in the world of education that tended to lead to academic procrastination. This study aims to examine the continued impact of procrastination that affects gadget addicts. This study used a quantitative approach with Christian religious high school students acting as research respondents. Data was obtained using random sampling techniques with a total sample of 100 people. Students who were respondents were active students in lectures and at the same time active in using gadgets. The research instrument used is in the form of a questionnaire with a focus on academic procrastination and the potential of gadget addicts. The results of research in the field show that the influence of academic procrastination on gadget addicts is 51.6%.

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1. INTRODUCTION

The prolonged pandemic conditions experienced by the world force changes in various aspects of life and unwittingly form a new "culture" in the world of education that tends to lead to academic procrastination. Previous research conducted by Naibaho showed that the potential for procrastination in students increased along with changes in learning patterns due to online learning (Naibaho et al., 2022). Unlike the study, this study aims to examine the continued impact of procrastination which affects gadget addiction. The key word in procrastination is "delay." This can happen in any realm of human life. If the habit of procrastination occurs in the world of education, then it is called academic procrastination. At a certain level of tolerance, this habit is still considered something natural and human. But given the negative impact it causes, many psychologists and

educational experts then categorize it as a deviation, a deviation experienced by modern society (Ariawan, Wahyuni, Agama Kristen Negeri Tarutung, et al., 2021).

The term procrastination has the definition of delaying to do something until the next time or day. Several elements are involved in this procrastination, which include the act of procrastination itself (both in starting and finishing), tasks/responsibilities, successive causal results in other aspects (including psychologically which includes anger, anxiety, low self-esteem). Procrastination, which is not related to education, is called non-academic procrastination. This can be in the form of delays in carrying out tasks at work or in the household. In procrastination itself known as passive and active procrastination. Actions related to decisions and avoidance are classified as passive procrastination. Passive procrastination efforts stem from excessive fear of failure, causing conflict within oneself. In the end, this leads to efforts to avoid tasks that are considered unpleasant and challenging. Some experts also associate this passive procrastination with self-presentational and impulsive problems (Naibaho et al., 2022).

In contrast to passive procrastination, active procrastination is closely related to delaying the work of tasks aimed at obtaining better results. In addition, a procrastinator (a term for those who carry out procrastination) actively seeks to solve more priority tasks. Thus the fundamental difference in active procrastination is the existence of justifiable goals and reasons for its delay (Marbun et al., 2022).

The causes of procrastination are generally classified into 2, namely internal and external. The internal factors of procrastination are closely related to the physical and psychological state of the procrastinator. Physical conditions that are disabled or impaired greatly affect the tendency to academic procrastination. Another very influential organ is the prefrontal cortex. This part of the brain plays an important role in controlling impulsivity, attention, and planning. Decreased function of the prefrontal cortex is suspected to result in behavioral problems, loss of focus/attention, and leads to procrastination. Another thing that contributes to procrastination is his psychological condition. This psychological condition is closely related to motivation and adaptability, as well as the ability to control yourself from excessive anxiety (Manda, 2015).

The external factor that is the dominant trigger of academic procrastination is parenting. Previous research has shown that authoritarian parenting tends to shape a child's personality with the potential for procrastination behavior. The condition of low parental supervision of children contributes to creating the habit of procrastination in children. In addition to these two things, excessive load factors in children are suspected to also contribute to academic procrastination, because it drains the mind and energy, especially for those who have difficulty setting priority scales (Van Niekerk & Breed, 2018). Some indicators that show the occurrence of academic procrastination in students:

a. Failure to do the task according to the deadline marked by the initial sign of delaying work as soon as possible after the task is given
b. Students tend to be slow in doing tasks compared to their peers. Generally, this is because these students do other things that are not related to the work on the task, without taking into account time constraints
c. Discrepancy between the plan and the implementation of the plan
d. The emergence of excessive worry in completing tasks
e. Doubt your ability to complete tasks
f. Spending time on other activities that are anxiety diversion

Previous research has proven that academic procrastination experienced by students has an impact on the physical, psychic, behavioral, and emotional realms. In the physical realm, the impact can be in the form of dry mouth, headaches, stomach pain, fatigue, and cold sweats. While in the psychological aspect, there are effects of anxiety, loss of confidence, difficulty concentrating, and tend to forget easily. The impact on behavioral aspects can be in the form of aggressive attitudes, easy

lying, truant behavior in students, and even easily fall into drug abuse. In the emotional aspect, there are effects of feeling ignored, afraid, anxious, moody, and irritable (Biernot & Lombaard, 2017).

The relevance of academic procrastination and gadget addict to Christian religious education, refers to the creed in living together in society where as followers of God must be able to be an example for people around. Many verses in the Bible contain moral and spiritual matters that God's people can realize. The Bible can give wisdom and lead to salvation through faith in Jesus Christ (2 Timothy 3:15). The Bible teaches God's people about God's Word and will. (Deuteronomy 29:29; 2 Timothy 3:16–17), it contains words that encourage and comfort (Romans 15:4), as well as warn against destruction (1 Corinthians 10:11), and above all, they give hope in the midst of darkness and teach lessons (Romans 15:4). For this reason, the understanding conveyed to students needs to be clear (1 Corinthians 2:1-5), directly in a language that can be understood. This is the first step to change the paradigm so that students can understand the text of the Bible. For this, proper interpretation is used, literal interpretation in the normal sense, with this understanding including doctrinal, moral, spiritual, even prophetic materials (Klän, 2016).

2. METHODS

The study was a quantitative study with Christian religious high school students acting as research respondents. Data was obtained using random sampling techniques with a total sample of 100 people. Students who were respondents were active students in lectures and at the same time active in using gadgets. The research instrument used is in the form of a questionnaire with a focus on academic procrastination and the potential of gadget addicts. The data analysis technique in this study used simple linear regression with the help of SPSS 25.0 (Sugiyono, 2020).

3. FINDINGS AND DISCUSSION

In the results of data analysis, it was found that between the variables of academic procrastination and the potential of gadget addicts there was a significant difference. The significance number which is at 0.014 < 0.05 shows the influence between academic procrastination on the potential of gadget addicts among students. The results are shown in table 1 below.

Table 1. *Multivariate Tests*

Effect		Value	F	Hypothesisdf	rrordf	Sig.
Gadget Addiction	Wilks' Lambda	.754	2.531	3.000	121.00	.014

The amount of influence resulting from academic procrastination on gadget addicts is 51.6%. This can be seen in the table below, where the number in the R Square column is 0.516.

Table 2. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error ofthe Estimate	Durbin-Watson
1	.719[a]	.516	.502	7.048	1.763

a. Predictors: (Constant), academic procrastination
b. Dependent Variable: gadget addiction

Gadget addiction is the behavior of someone who is unable to control or control the use of devices, thus making users become addicted to devices. This is one of the negative influences of the

existence of devices in the current era of technological advancement. Gadget addiction is seen as a less ethical behavior in a social environment, where a person only pays attention to his device and does not pay attention to the people around him. This behavior can take various forms, such as not greeting others, not feeling called by others, not responding to conversations, ignoring people who are talking. These behaviors are not seen as beautiful or not viewed in both social and moral settings (Ariawan, 2022).

Ideally, direct communication can be formed in a social environment, but due to devices that control a person makes someone prefer to focus on devices. Over a period of time, this action will become habitual and make it easy for the culprit to ignore others and neglect interpersonal communication. As a result, people around experience unpleasant feelings, become irritable and lead to feeling less satisfied in the conversation because they are seized with two focuses. This all has the potential to make a tenuous and disharmonious relationship. The condition of gadget addict makes a person controlled by a device and his self-control becomes weak, when self-control is weak then the next thing that happens is someone will become a person who only wants to be selfish. At this stage the disorder experienced can be categorized as a serious disorder (Ariawan, Wahyuni, & Pieter, 2021).

Being in the age range which is the transition phase from adolescence to the adult phase, makes students (19-23 years old) face new demands related to lifestyle, adaptation to new lifestyles, and demands in doing college assignments. For most students, college is very different when compared to school days. At this time of lecture the schedule given tends to be more flexible, where students themselves are required to manage lecture time. Weak learning strategies and incompetence in these settings lead to academic delays/procrastination (Cloete, 2015).

Caring for others is an attitude that must be developed in oneself. The failure to understand others is generally caused by a failure to recognize one's emotions. Recognition of emotions must begin with recognizing one's own emotions and needs. This is very related to gadget addict behavior, because this behavior comes from a failure to recognize one's own emotions and control emotions in order to empathize with people, and become a selfless person. Practical solutions that can be taken:

a. Cultivate the desire to get out of adversity. This is done by forgiving yourself, and slowly accompanied by a desire to change for the better. At this stage, positive suggestions are needed to yourself which are useful as encouragement to determine the goal / direction to go. Another thing that is needed at this stage is firmness in deciding something.

b. Instilling positive thoughts accompanied by concrete actions. This section emphasizes the mindset that is always evolving, so as to bring out creativity and resilience when facing problems or deadlocks. Positive thinking also allows optimism to emerge so that it is able to handle many tasks in a short time.

c. Apply punishment and reward to yourself. With the application of punishment and reward, the subconscious is led not to procrastinate. Rewards can be given when you succeed in making small achievements.

d. Manage time by setting a priority scale. Provide clear limits on when to do tasks and other work, including doing hobbies or something you like.

e. Avoiding excessive/unrealistic expectations. This is accompanied by the understanding that the study period is a process in a better direction so there is no need to feel inferior.

f. Conduct regular evaluations of scheduled achievements. By doing an evaluation, an overview of the process and constraints when working on certain tasks is obtained. This is important given that the tendency of procrastination starts from an attitude of underestimating tasks and continues with delaying their work.

g. Break down tasks into smaller/simpler parts.

Previous research has proven that students with good managerial skills are able to deal with academic pressures for a long duration and are tentative. For students with poor managerial skills, practical steps that can be taken are to arrange the technical structure of task work, and divide it in the initial draft (Celic et al., 2016).

4. CONCLUSION

The results showed a significant effect of academic procrastination on gadget addicts. The magnitude of the influence of academic procrastination on gadget addicts is 51.6%. This great potential requires academics and practitioners of the world of education, especially Christian religious education, to pay serious attention and provide anticipatory steps for students to avoid academic procrastination. This is considering the close relevance of academic procrastination and gadget addicts to Christian education, where students must be able to be role models for people around, as educated people while having high spirituality.

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