The Corelations of Loneliness with Social Media Addiction to Academic Procrastination in Adolescents

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Doi : 10.31316/gcouns.v8i3.5899

Abstract
This study aims to determine the corrlation between loneliness and social media addiction to academic procrastination. The sampling technique used in this study is purposive sampling. The population of this study was all students of SMKN 3 Seluma with a total sample of 247 students taken based on predetermined criteria. Data were obtained through questionnaire distribution and analyzed using descriptive quantitative methods and analyzed using Product Moment test. The results showed that the loneliness variable had a positive influence on academic procrastination, which was 0.768, while the social media addiction variable had a positive effect on academic procrastination with a correlation coefficient value of 0.849 and loneliness had a significant positive effect on social media addiction with a correlation coefficient value of 0.767. So it can be concluded that loneliness and social media addiction have a significant positive corelation with academic procrastination.
Keywords: loneliness, social media addiction, academic procrastination

Abstrak
Penelitian ini bertujuan untuk mengetahui hubungan kesepian dengan kecanduan sosial media terhadap prokrastinasi akademik. Teknik sampling yang digunakan pada penelitian ini adalah purposive sampling. Populasi penelitian ini adalah seluruh siswa SMKN 3 Seluma dengan jumlah sampel sebanyak 247 siswa yang diambil berdasarkan kriteria yang sudah ditentukan. Data diperoleh melalui penyebaran kuesioner dan dianalisis menggunakan metode kuantitatif deskriptif dan dianalisis menggunakan uji Product Moment. Hasil penelitian menunjukkan variabel kesepian memiliki pengaruh positif terhadap prokrastinasi akademik yaitu sebesar 0,768, sedangkan variabel kecanduan sosial media berpengaruh positif terhadap prokrastinasi akademik dengan nilai koefisien korelasi sebesar 0, 849 dan kesepian berpengaruh positif signifikan terhadap kecanduan sosial media dengan nilai koefisien korelasi sebesar 0,767. Sehingga dapat disimpulkan bawah kesepian dan kecanduan sosial media memiliki hubungan yang posistif signifikan terhadap prokrastinasi akademik.
Kata kunci: kesepian, kecanduan sosial media, prokrastinasi akademik

INTRODUCTION

Hurlock (2011) adolescence lasts from the age of thirteen years to eighteen years. Laursen and Hartl (Fatwana, 2023) argue that adolescence is a transition period from childhood to adulthood, which is described as a period full of storms and pressures. Adolescents experience rapid and drastic changes in the social world. Various problems are experienced by adolescents in fulfilling their developmental tasks, one of which is adolescents who do not have the ability to deal with social situations. This can make the teenager reluctant to carry out activities related to social interaction. According to Sari & Hidayati (Fatwana, 2023) adolescents will feel uncomfortable in these conditions, so that confidence in their abilities is lost. This condition inhibits adolescent development and causes social isolation, so it will tend to easily cause feelings of loneliness.

Hurlock (2011) revealed that one of the most difficult developmental tasks of adolescence is related to social problems. Adolescents must adjust to adults outside the family and school environment. Hawkley & Cacioppo revealed that individuals who do not have meaningful social relationships are at risk of loneliness. Loneliness is a feeling that a person feels when their social relationships are disrupted. Loneliness is a person's reaction to a sense of social isolation (Garvin, 2019).

Perlman and Peplau (Dwiputra & Kusumiati, 2021) revealed that loneliness is an unpleasant experience experienced by a person when the relationships in his social relationships are significantly deficient in either quantity or quality. Russell (Zeigler & Shackelford, 2020) defines loneliness as a pattern that is constant and can sometimes change in certain situations due to individual personality. According to Russell (Zeigler & Shackelford, 2020) there are several aspects of loneliness that are used as a reference in the preparation of the UCLA Loneliness Scale, namely 1) Trait loneliness is a condition where feelings of loneliness can sometimes change in certain situations, or individuals who experience loneliness due to a person's personality who has less trust and fear of strangers, 2) Social desirability loneliness, namely loneliness caused by individuals not getting the desired social relationships in their social environment, 3) Depression loneliness, namely loneliness caused by disruption of one's mood and feelings such as feelings of sadness, moodiness, lack of enthusiasm, feeling worthless and centered on the failures experienced by individuals.

Loneliness is one of the obstacles for adolescents in completing their school assignments. Loneliness causes time management problems so that it can lead to academic procrastination (Anam and Hitipeuw, 2021). Furthermore, Anam and Hitipeuw (2021) explained that adolescents who experience loneliness also experience impaired concentration and attention where these adolescents focus more on building social relationships than on doing their academic work. Loneliness can make adolescents less motivated and difficult to focus on academic tasks. When adolescents feel lonely, adolescents will seek distraction or escape, adolescents will prefer to do entertaining things such as playing social media. As a result, the academic tasks that adolescents have are delayed and academic procrastination occurs.

Adolescents who experience loneliness feel that they lack support from their social environment. According to Febriany and Yusri (Dwiyanti and Ediya ti, 2020) the higher the social support received by adolescents, the higher the motivation to learn students in doing school assignments and vice versa, the lower the social support they receive, the lower the motivation to learn the teenager so that it will cause adolescents to experience academic procrastination. Kristy (2019) revealed that adolescents who get low social support feel alienated, lack of attention and affection from others. This condition will lead

to feelings of pessimism in students, lack of motivation to learn, fear of failure, and can hinder adolescents from achieving success, so that the loneliness experienced by these adolescents will trigger delays in doing various adolescent academic tasks.

According to Tuckman, academic procrastination is the tendency to abandon, delay or avoid completing activities that should be completed (Tisocco & Fernández, 2021). Carthy (2023) argues that procrastination is the tendency to delay or completely avoid responsibilities, decisions, or tasks that need to be done, and usually only starts working at the last moment of the task collection limit. Veronica (Herawati et al., 2021) defines procrastination as deliberate and repeated delays, by doing other activities that are not needed in carrying out tasks. Academic procrastination is interpreted as a delay in the type of academic or school assignments, where individuals have a tendency to buy time in starting or completing tasks with irrational reasons, then individuals choose to actively move on other agendas with low usefulness and productivity so that this procrastination behavior will reduce the quality of the completed task results (Habibi., et al., 2022). Academic procrastination can cause sleep deprivation, high levels of stress, work delays due to lack of time, improper completion of homework, confusion, self-blame, feelings of guilt and inadequacy, low self-esteem, anxiety, and depression (Buana et al., 2022). This means that academic procrastination is a person's procrastination behavior in the evening doing something that has become his obligation. In this case, it means students who procrastinate completing their assignments in the academic field.

Not a little learning is hampered by the habits of adolescents, one of the habits of adolescents is procrastinating doing assignments. Through interviews that have been conducted with the Guidance and Counseling teacher who is also a subject teacher at SMKN 3 Seluma, the results show that it often happens that students are late in submitting assignments such as late submitting papers, late submitting homework, or occasionally there are also students who make power points for presentations when approaching the lesson time will begin. In addition, through interviews with several students at SMKN 3 Seluma, it was found that these students admitted that at some times they deliberately delayed doing assignments for various reasons, one of which was because they were too engrossed in surfing social media. It can be said that students at SMKN 3 Seluma have committed academic procrastination.

Someone who feels lonely can reduce the level of loneliness by doing social interaction (Peplau & Perlman, 1981). Activities interacting through cyberspace have become an option for many people today. According to the survey results of the Indonesian Internet Providers Association in 2023, internet users in Indonesia have increased by 1.17% from the previous year, reaching 215 million people from a total population of 275 Indonesians in 2022. This means that around 78.19% of the total population of Indonesia are internet users. The most frequently used internet content is social media with a percentage of 78%. Teenagers with an age range of 13-18 years are internet users with a high percentage, reaching 98.20%. In terms of education, students in the high school / vocational high school education level occupy the third highest position as internet users, with a percentage of 94.74% according to the Indonesian Internet Providers Association 2023. This phenomenon of high social media usage is also found in SMKN 3 Seluma. Through interviews conducted with several students of SMKN 3 Seluma, it was found that these students are active users of social media with a duration of 9-10 hours per day.

As a generation that lives side by side with digitalization technology, the use of social media among teenagers today is no longer a foreign thing. Social media is used as

a telecommunication tool and as a tool to fulfill teenagers' curiosity about various content shared on social media, besides that social media is also a trend among their peers. Social media is a place to display various teenage activities in order to get feedback from these publications (Safitri et al., 2021). However, social media can also be a double-edged sword. According to Daviz (in Aprilia et al., 2020) social media does have a positive impact on adolescents, but it can also have a negative impact. This happens because teenagers are unable to control the use of social media. If adolescents cannot control the use of social media, then the time of use will increase and can be the cause of social media addiction (Thakkar, 2006). Efendi (2014) said that several studies in Indonesia state that social media addiction can cause adolescents to be unable to stop playing social media, skipping school, lack of socialization and interaction and decreased academic achievement (Afriwilda and Mulawarman, 2021).

Young (2010) revealed that social media addiction is a condition where a person diverts various activities or social activities online through social media whose use is relatively excessive, so that it will tend to have a negative impact on health, social environment, work, academics and so on. Young (2010) states that there are several aspects of social media addiction, namely 1) Salience, namely adolescents who experience social media addiction, their minds will always be connected to social media, 2) Excessive Use, adolescents who experience social media addiction will tend to spend a lot of time playing social media, thus adolescents will ignore various basic needs of life such as eating and sleeping. 3) Neglect to Work, teenagers who are addicted to social media will tend to neglect things that have become their obligations. 4) Anticipation, teenagers will use social media as entertainment or a form of escape from the unpleasant feelings felt due to various unwanted things encountered in the real world. 5) Lack of Control, social media addiction causes teenagers to fail to control themselves, resulting in an increase in the duration needed to access social media. 6) Neglect to Social Life, adolescents who are addicted to social media will tend to deliberately reduce direct social activities or interactions in order to connect to social media continuously (Young, 2010)

Sahin (2018) states that social media addiction is a state where individuals spend too much time on social media, have a desire to get news immediately which can result in virtual tolerance, virtual communication and virtual problems. Social media addiction behavior can be interpreted as a situation where individuals with physical conditions are together, but not fully focused on interacting with each other because they are only busy playing social media (Gempita et al., 2023). According to Ariffudin & Japar (in Sipangkar, 2021) things such as mental adolescents who are not ready to adapt to new environments and social relationships, rejection by their social environment, and problems that cannot be resolved by adolescents are factors that can make adolescents prefer virtual interactions. Putri & Prasetyaningrum (in Viransi et al., 2020), the level of activity in using social media in Indonesia makes teenagers become social media addicts and ignore and forget their daily activities to be able to play social media continuously.

A study conducted by Krisnadi and Adhayani (2022) showed a significant positive relationship between loneliness and social media addiction in early adulthood. When adolescents feel unable to interact with the surrounding environment or friends around them, adolescents choose to use social media. When unable to use social media, adolescents will feel restless, uncomfortable and anxious so that students will look for ways to always be able to use social media. The use of social media is expected to reduce the loneliness experienced by adolescents. However, when using social media, teenagers tend not to be able to control the time of use which results in increasing the duration of

social media use and makes students dependent and cannot be separated from social media. In the era of information technology that has developed very rapidly, adolescents must have good self-control skills, especially in using the internet, because in the current era many teenagers are willing to spend hours just to access social media applications on cellphones (Helviana et al., 2022).

Through interviews conducted with three students of SMKN 3 Seluma, a similar phenomenon was found. The three students are active users of social media such as WhatsApp, Instagram, TikTok, YouTube, Twitter and various other platforms with the duration of use reaching 9-10 hours per day. The use of social media is done by these students to overcome boredom and loneliness when there are no activities to do and no friends to share stories with.

Unwise and addictive use of social media can cause various problems in adolescents, one of which is neglecting their academic duties. In today's technological development, many teenagers experience differences in motivation to learn at school. Teenagers are more concerned with playing their social media than learning (Manalu and Sinthia, 2021). Young (1997) states that adolescents who experience social media addiction will tend to neglect things that have become their obligations or what is called negleck to work, for example doing school assignments (Young, 2010). This is in line with research conducted by Maharani and Ricky (2023) that social media addiction affects academic procrastination behavior in adolescents. This procrastination phenomenon was also found at SMKN 3 Seluma. Through interviews that have been conducted, adolescents admit that they often delay doing the assignments that have been given for various reasons, including failing to manage time in using social media.

From the explanation that has been described above, the purpose of this study is to see the relationship between loneliness and academic procrastination through social media addiction in adolescents where SMKN 3 Seluma students are the target in this study.

METHOD

This research uses a quantitative approach with descriptive analysis techniques. Sugiyono (2017) explains that descriptive quantitative methods are methods used to describe phenomena, events, symptoms and events that occur factually, systematically and accurately. Phenomena can be in the form of activities, relationships, characteristics and similarities and differences between phenomena. In this study, the variables to be studied are loneliness as the independent variable (X1), social media addiction (X2) and academic procrastination as the dependent variable.

This study involved 247 students of SMKN 3 Seluma as a sample taken using the Isaac and Michael formula. The sample in this study was taken using purposive sampling technique with the criteria of adolescents who have at least one active social media account and access social media more than 3 hours a day.

The data collection method in the study used a Likert scale with 5 alternative answers, namely, strongly agree, agree, disagree, disagree, strongly disagree. The scale used in this study is the UCLA Loneliness version 3 scale from Russell which is adapted into Indonesian with a total of 20 items, the social addiction scale proposed by Young which is adapted into Indonesian with a total of 20 items and the academic procrastination scale from Tuckman which is adapted into Indonesian with a total of 16 items. Data analysis in this study used the help of SPSS version 26 software.
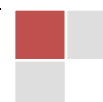
RESULT AND DISCUSSION

This study involved 247 students at SMKN 3 Seluma. The aim was to see if there was a correlation between loneliness, social media addiction and academic procrastination. Findings from the analysis of the results of this study have been noted as follows:

Table 1.
Correlation Test of Loneliness with Academic Procrastination

Correlations

		Loneliness	Academic Procrastination
Loneliness	Pearson Correlation	1	.768**
	Sig. (2-tailed)		.000
	N	248	247
Academic Procrastination	Pearson Correlation	.768**	1
	Sig. (2-tailed)	.000	
	N	247	247

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the correlation calculation between loneliness and academic procrastination, the correlation coefficient is 0.768 with a significance level of $P < 0.05$, so it can be concluded that there is a positive and significant relationship between loneliness and academic procrastination. The higher the loneliness, the higher the academic procrastination in adolescents and vice versa, the lower the loneliness, the lower the academic procrastination in adolescents at SMKN 3 Seluma.

Table 2.
Contribution of Loneliness and Academic Procrastination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.768a	.589	.588	8.959

a. Predictors: (Constant), kesepian

Based on table 2, it can be seen that the contribution obtained from the *R* Square value is 0.589, meaning that the effect of loneliness with academic procrastination is 58.9% with a significance value of $P < 0.05$, while the rest is influenced by other variables.

Table 3.
Correlation Test of Social Media Addiction with Academic Procrastination

Correlations

		social media addiction	academic procrastination
social media addiction	Pearson Correlation	1	.849**
	Sig. (2-tailed)		.000
	N	247	247
academic procrastination	Pearson Correlation	.849**	1
	Sig. (2-tailed)	.000	
	N	247	247

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the correlation calculation between social media addiction and academic procrastination, the correlation coefficient is 0.849 with a significance level of P <0.05, thus it can be interpreted that social media addiction and procrastination have a strong relationship, so it can be concluded that there is a positive and significant relationship between social media addiction and academic procrastination. The higher the loneliness, the higher the academic procrastination in adolescents and conversely the lower the loneliness, the lower the academic procrastination in adolescents at SMKN 3 Seluma.

Table 4.
Contribution of Social Media Addiction and Academic Procrastination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.849ᵃ	.721	.720	7.387

a. Predictors: (Constant), social media addiction

Based on table 4, it can be seen that the contribution of social media addiction and academic procrastination obtained from the R Square value is 0.721, meaning that the effect of social media addiction with academic procrastination is 72.1% with a significance value of P < 0.05, while the rest is influenced by other variables.

Table 5.
Correlation Test of Loneliness with Social Media Addiction

Correlations

		loneliness	social media addiction
Loneliness	Pearson Correlation	1	.767**
	Sig. (2-tailed)		.000
	N	247	247
social media addiction	Pearson Correlation	.767**	1
	Sig. (2-tailed)	.000	
	N	247	247

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the correlation calculation between social media addiction and academic procrastination, the correlation coefficient is 0.767 with a significance level of $P < 0.05$, thus it can be interpreted that loneliness and social media addiction have a strong relationship, so it can be concluded that there is a positive and significant relationship between loneliness and social media addiction. The higher the loneliness, the higher the social media addiction in adolescents and conversely the lower the loneliness, the lower the social media addiction in adolescents at SMKN 3 Seluma.

Table 6.
Contribution of Loneliness and Social Media Addiction

			Model Summary	
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.767[a]	.588	.587	12.924

a. Predictors: (Constant), loneliness

Based on table 6, it can be seen that the contribution of loneliness and social media addiction obtained from the *R* Square value is 0.588, meaning that the effect of media loneliness on social media addiction is 58.8% with a significance value of $P < 0.05$, while the rest is influenced by other variables.

Based on the results of testing the hypothesis of this study, it is found that there is a significant positive relationship between loneliness with social media addiction and academic procrastination. This shows that adolescents who experience loneliness will tend to experience social media addiction and cause academic procrastination. This is based on the results of research findings that show a positive correlation between loneliness variables and social media addiction to academic procrastination. Loneliness experienced by adolescents affects social media addiction so that it will cause academic procrastination behavior. This is evidenced by the answers to the questionnaires of loneliness, social media addiction and academic procrastination that have been filled out by adolescents at SMKN 3 Seluma and the results reported that if the loneliness score is high, the social media addiction score is also high, otherwise if the loneliness score is low, the social media addiction score experienced by adolescents is also low. If the social media addiction score is high then academic procrastination is also high, conversely if the social media addiction score is low then the academic procrastination score is also low.

This research is in line with previous research conducted by Anam and Hitipeuw (2021) which shows that there is a positive and significant correlation between loneliness and academic procrastination. In line with research conducted by Krisnadi and Adhayani (2022) which shows a significant positive relationship between loneliness and social media addiction in early adulthood. Loneliness contributes 46.8% to social media addiction. Then research conducted by Anisaputri and Eriyani (2020) which showed a significant positive correlation between loneliness and internet addiction in students in Bandung with a moderate or strong level of closeness. In line with research conducted by Miftahurrahmah and Harahap (2020) which shows a significant positive relationship between social media addiction and loneliness in college students. In line with research conducted by Maharani and Ricky (2023) which shows a positive and significant relationship between internet addiction and academic procrastination in students. Furthermore, research conducted by Adangsari et al. which shows that there is a significant positive influence between loneliness and problematic internet use on academic procrastination.

Based on the results of empirical data, it shows that teenagers at SMKN 3 Seluma have a high level of loneliness as many as 19 teenagers, a moderate level of loneliness as many as 136 teenagers, and a low level of loneliness as many as 92 teenagers. Meanwhile, adolescents at SMKN 3 Seluma who have a high level of social media addiction are 75 adolescents, and a moderate level of social media addiction is 120 adolescents, and a low level of social media addiction is 52 adolescents. While adolescents at SMKN 3 Seluma who perform academic procrastination behavior at a high level are 100 adolescents, a moderate level of academic procrastination is 102 adolescents and a low level of academic procrastination is 45 adolescents. This shows that adolescents do not experience loneliness and social media addiction at a serious level. Although the majority are in the moderate category, it should be noted that there are some adolescents who experience high levels of social media addiction (30.4%) and high levels of academic procrastination (40.5%).

Loneliness is one of the obstacles for teenagers in completing their schoolwork. Loneliness causes time management problems. Failure to manage time well can lead to academic procrastination (Anam and Hitipeuw, 2021). Furthermore, Anam and Hitipeuw (2021) explained that adolescents who experience loneliness also experience impaired concentration and attention where these adolescents focus more on building social relationships than on doing their academic work. Loneliness can make adolescents less motivated and difficult to focus on academic tasks. When adolescents feel lonely, adolescents will seek distraction or escape, adolescents will prefer to do entertaining things such as playing social media. As a result, the academic tasks that adolescents have are delayed and academic procrastination occurs.

Adolescents who experience loneliness feel that they lack support from their social environment. According to Febriany and Yusri (in Dwiyanti and Ediyati, 2020) the higher the social support received by adolescents, the higher the motivation to learn students in doing school assignments and vice versa, the lower the social support they receive, the lower the motivation to learn the teenager so that it will cause adolescents to experience academic procrastination. Kristy (2019) revealed that adolescents who get low social support feel alienated, lack of attention and affection from others. This condition will lead to feelings of pessimism in students, lack of motivation to learn, fear of failure, and can hinder adolescents from achieving success, so that the loneliness experienced by these adolescents will trigger delays in doing various adolescent academic tasks.

Adolescents who experience high and moderate levels of loneliness tend to carry out various activities to fulfill their social needs online, such as searching for information, communicating, or building relationships quickly and widely virtually. This is a form of psychological distraction from negative emotions such as loneliness. Social media is one of the alternatives in reducing loneliness, although this method itself can be considered as two sides of the coin. That is, in addition to providing positive things, in fact social media can also provide negative things if done repeatedly, one of which is addictive behavior, McKenna and Berg (in Fatwana, 2023). The lack of adolescents' ability to manage time in using social media will have an impact on procrastination behavior, where adolescents will spend more time surfing social media than completing their academic assignments immediately.

Young's research (in Fatwana, 2023) states that addiction can occur due to the need to avoid unpleasant feelings. Guo (2018) reveals that in individuals who experience loneliness, the urge to use social media such as Facebook will increase to meet their interaction needs. Caplan (in Krisnadi and Adhandayani, 2022) found that individuals

who feel lonely will prioritize their relationship priorities over virtual social interactions, which can also lead to addictive behavior.

In the current era, the development of communication technology is growing quickly and rapidly and has become an aspect of almost everyone's daily life. Social media is used as a communication medium that is not limited by distance and time. Most teenagers are familiar with various social media platforms, spending many hours online and exploring social media. Young (1997) revealed that adolescents who experience social media addiction have a tendency to ignore and procrastinate their work (negleck to work), where in this case there is a delay in doing academic assignments.

Based on the results of the above research, it can be concluded that the higher the level of loneliness felt by a person, the higher the level of social media addiction experienced and the higher the academic procrastination behavior of adolescents.

CONCLUSION
Based on the research that has been conducted, it can be concluded that:
1. There is a positive and significant relationship between loneliness and academic procrastination with a correlation coefficient of 0.768 (P <0.05). The higher the loneliness, the higher the academic procrastination in adolescents and vice versa the lower the loneliness, the lower the academic procrastination in adolescents at SMKN 3 Seluma with a strong level of relationship interpretation.
2. There is a significant positive relationship between social media addiction and academic procrastination with a correlation coefficient (rx1y) of 0.849 (P<0.05). The higher the loneliness, the higher the academic procrastination in adolescents and vice versa the lower the loneliness, the lower the academic procrastination in adolescents at SMKN 3 Seluma with a strong level of relationship interpretation.
3. There is a significant positive relationship between social media addiction and academic procrastination with a correlation coefficient (rx1y) of 0.767 (P<0.05). The higher the loneliness, the higher the social media addiction in adolescents and conversely the lower the loneliness, the lower the social media addiction in adolescents at SMKN 3 Seluma with a strong level of relationship interpretation.

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