



The Impact of Islamic Religious Learning and Social Media Distraction on Procrastination Behavior in Higher Education : Does the Screen Time Mediation Matter?

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Abstract: This study aims to investigate the influence of social media distraction and Islamic learning on academic procrastination behavior as well as the mediating role of screen time in these two variables. The research used a quantitative approach with a survey method, involving 97 students at MTs Muhammadiyah 3 Yanggong, located in Ponorogo Regency, East Java Province, as participants. The data collection technique was carried out using a Likert scale. Data analysis was carried out using the PLS-SEM technique to test the validity, reliability, and goodness-of-fit of the model. The research results showed that social media distraction had a positive and significant influence on increasing academic procrastination, while Islamic learning has an insignificant influence. Screen time also mediated the relationship between social media distraction and academic procrastination. The implications of this research highlight the need for awareness about the negative impacts of social media use and the importance of a focused approach in developing moral values to reduce academic procrastination. Recommendations include strengthening the Islamic learning curriculum, which includes media literacy and digital ethics, as well as the active role of parents in controlling children's screen time. By implementing these recommendations, it is hoped that we can improve the balance between the use of technology, learning moral values, and reducing academic procrastination among students.

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Introduction

Education is an important process that is needed by someone to develop their individual and social lives perfectly (Lutfiah & Maunah, 2023). Humans use education as a means of developing their potential. In this process, several problems may be experienced, both by educators and students. One of the problems experienced by students is academic procrastination. Academic procrastination is defined as a delay carried out by students on types of tasks related to academic assignments (González-Brignardello et al., 2023). Several views define procrastination as a person's tendency to postpone their tasks intentionally and continuously. In the scope of education, academic procrastination means delaying doing tasks given by teachers that are related to academics.

Procrastination can be a disruptive behavior and hinder a person's productivity in daily life; moreover, it can be a distraction from important tasks that must be carried out. Based on interviews conducted by researchers with teachers, many students need to be on time in submitting assignments. Furthermore, based on research by Safira & Wicaksono (2023) there are 10% of students who engage in procrastination behavior in the high category



and 46% in the low category. It means that there are still many students who procrastinate regarding academic assignments given by their teachers. Procrastination itself occurs due to several factors; two factors influence students' procrastination behavior: internal factors and external factors. Internal factors are factors that come from within the student. Meanwhile, external factors include parenting from parents and also the individual's environment, which must be conducive (Hua et al., 2022).

Based on the results of interviews conducted by researchers, several teachers explained that they had been learning about Islam, but it was not yet known whether this learning had been effective and efficient. Based on research conducted by Sukman *et al.* (2024) shows that Islamic learning influences students by as much as 87.4%. This shows that learning the Islamic has a very strong influence on the behavior carried out by students. Based on research conducted by Harli (2022) shows that Islamic learning has a positive and significant influence on student behavior by 2.2%. Learning moral creeds influences student behavior because in this subject we study students' faith and morals, both commendable morals that students must carry out as well as despicable morals. Furthermore, learning the Islamic also provides a deep understanding of the importance of respecting time. Thus, Islamic learning not only has an impact on moral aspects but also has the potential to be a factor that increases student productivity, so that it can help overcome academic procrastination behavior.

Social Media distraction means disturbances that arise because someone accesses social media. In addition, the addictive effects of Social Media, including constant notifications and fast updates, can interfere with students' focus and concentration in completing their assignments, exacerbating the tendency to procrastinate (Xiaodan et al., 2023). Based on observations made, students use their smartphones to play games and use social media. Research conducted by Lutfiah & Maunah (2023) shows that 46.1% of Social Media interfere with students' learning. The high level of distraction is caused by several factors, including students' desire to continuously access social media, or what is usually called social media screen time.

Screen time is a commonly used term that refers to the amount of time a person spends using electronic devices, which can affect a person's life balance. Based on observations made by researchers, many students always use their smartphones continuously, even when the teacher explains the lesson. Research conducted by Mao *et al.* (2022) shows that the higher the intensity of Social Media use, the higher the procrastination behavior carried out. Time spent on social media has great urgency in forming individuals who are responsible, aware of digital ethics, have good self-control, set clear priorities, and have uncontrolled use of social media. Thus, when students spend much time accessing social media, it does not rule out the possibility of many deviant behaviors being carried out by students.

Thus, this study aims to examine how social media distractions and Islamic learning influence students' procrastination behavior in a class by considering screen time as a mediating factor. Because it combines two different but connected elements in the academic environment, this research is new and significant. Social media interruptions may exacerbate the tendency to wait, but elements of Islamic learning can increase student productivity and reduce academic procrastination behavior. This study offers a better understanding of how these elements interact and impacts student behavior in the educational contexts in which they engage by considering screen time as a mediator.



Research Method

This research applies a quantitative approach with survey methods (Apriliani et al., 2023; Putra et al., 2022; Widayanto et al., 2021). The survey method was chosen because, in this study, we wanted to examine retrospectively the events that will be studied regarding the construction of the academic procrastination behavior variable. This research design used an explanatory and correlational approach using Partial Least Squares Structural Equation Modelling (PLS-SEM), which is an approach used to explore the relationship between variables in a conceptual model (Atoullloh et al., 2024; Mukaromah et al., 2024; Saifudin et al., 2024). In this study, nonprobability sampling was used using saturated sampling techniques. The sample in this study was 97 students at MTs Muhammadiyah 3 Yanggong is in Ponorogo, East Java Province.

This research used data collection techniques with four variables, namely the Islamic learning variable, social media distraction, social media screen time, and academic procrastination behavior. This research uses a Likert scale, which consists of four alternative answers strongly agree, agree, disagree, and strongly disagree (Daryono et al., 2020; Widyastuti et al., 2023).. The instrument variables in this research can be seen in Table 1.

Table 1. The Confidence of the Research Variables

No	Variable	Indicators	Construct	References
1.	Islamic Learning (X ₁)	Value understanding	LMB1	(Harli, 2022; Rahman, 2020; Wu et al., 2023)
		Value implementation	LMB2	
		Relevance	LMB3	
		Motivation	LMB4	
		Teacher feedback	LMB5	
		Learning comfort	LMB6	
		Positive change	LMB7	
		Effectiveness	LMB8	
2.	Distraction Social Media (X ₂)	Frequency	DSM1	(Nordby et al., 2019; Steinert & Dennis, 2022; Xiaodan et al., 2023)
		Notification glitches	DSM2	
		Concentration level	DSM3	
			DSM4	
		Priority	DSM5	
		Utilization	DSM6	
		Productivity level	DSM7	
		Anxiety level	DSM8	
3.	Screen Time Social Media (Z)	Time management	ST1	(Mukarromah & Hakim (2023); Rogowska & Cincio, 2024; Y. Wu et al., 2023)
			ST2	
		Know the function	ST3	
		Impact aware	ST4	
			ST5	
		Usage optimization	ST6	
		Comply with guidelines	ST7	
4.	Procrastination Academic (Y)	Postpone tasks	PA1	(Araya-Castillo et al., 2023; Nwosu et al., 2020; Rozentel et al., 2022)
		Task difficulty level	PA2	
		Aware of action	PA3	
		Impact awareness	PA4	
		Lack of motivation	PA5	
		Priority of task work	PA6	
		Losing enthusiasm for learning	PA7	

The statistical analysis employed in this study utilizes the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach. The purpose of the outer model testing phase is to evaluate the reliability and confirm the validity of both indicators and constructs. Two essential criteria that need to be met include the average variance extracted (AVE > 0.50) for reflective constructs and the indicator loading factor (> 0.70). These criteria play a crucial role in establishing the robustness of the measurement model (Apriliani et al., 2023; Daryono et al., 2024; Fauzan et al., 2023; Supriyanto et al., 2022). Reliability estimates use Cronbach Alpha, Rho_A, and CR values >0.70 (Daryono et al., 2023; Hariyanto et al., 2022). The inner model testing stage is to test the significance of the direct (H_{1-5}) and indirect effects (the mediating role of $H-IND_{1-2}$).

Results and Discussion

PLS-SEM Analysis: Evaluation of Structural Model (Outer Model)

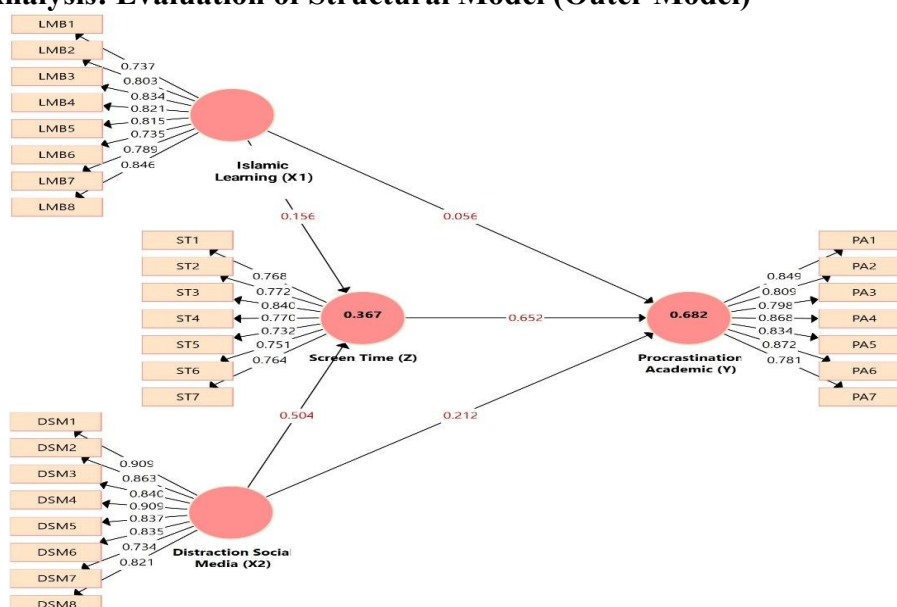


Figure 1. Evaluation of the Measurement Model

In the measurement of convergent validity, a factor loading value threshold of 0.70 is employed. As illustrated in Table 2, the overall loading factor values for each sub-variable exceed this threshold, ranging from 0.732 for knowledge of the influence of digital gadgets to 0.909 for frequency. It indicates that the correlation between sub-variables and the corresponding variables can be explained by percentages ranging from 73.20% to 90.90%. Furthermore, all variables exhibit an Average Extracted Variance (AVE) value greater than 0.50, with values spanning from 0.596 for Screen Time (Z) to 0.714 for Social Media Distraction (X1). Consequently, it can be concluded that every variable and sub-variable within the research model meets the criteria for convergent validity.

The task priority construct, with a loading factor coefficient value of 0.872 (PA6), represents the most significant indicator in assessing academic procrastination. It implies that the task priority construct can account for 87.20% of the behavior associated with academic procrastination. Conversely, the concept of losing interest in studying, with a coefficient value of 0.781 (PA7), is identified as the least significant indicator. It indicates that the lack of motivation to study accounts for 78.10% of the behavior measured in the context of academic procrastination.



Table 2. Outer Model: Convergent Validity and Reliability

No	Variable	Indicator	Convert Validity		Consistency Reliability		
			FL ($\lambda > 0.70$)	AVE (> 0.50)	CA ($\alpha > 0.70$)	rho_A ($\phi > 0.70$)	CR ($\delta > 0.70$)
1	Islamic learning (X ₁)	LMB1	0.737	0.638	0.919	0.924	0.934
2		LMB2	0.803				
3		LMB3	0.834				
4		LMB4	0.821				
5		LMB5	0.815				
6		LMB6	0.735				
7		LMB7	0.789				
8		LMB8	0.846				
10	Distraction Social Media (X ₂)	DSM1	0.909	0.714	0.943	0.952	0.952
11		DSM2	0.863				
12		DSM3	0.840				
13		DSM4	0.909				
14		DSM5	0.837				
15		DSM6	0.835				
16		DSM7	0.734				
17		DSM8	0.821				
19	Screen Time (Z)	ST1	0.768	0.596	0.887	0.891	0.911
20		ST2	0.772				
21		ST3	0.840				
22		ST4	0.770				
23		ST5	0.732				
24		ST6	0.751				
25		ST7	0.764				
27	Procrastination	PA1	0.849	0.691	0.925	0.929	0.940
28	Academic (Y)	PA2	0.809				
29		PA3	0.798				
30		PA4	0.868				
31		PA5	0.834				
32		PA6	0.872				
33		PA7	0.781				

If the values of CA, Rho_A, and CR exceed 0.70, the variable is considered reliable. According to the results obtained from SmartPLS, all variables exhibit CA values ranging from 0.887 to 0.943, Rho_A values between 0.891 and 0.952, and CR values from 0.911 to 0.952. Consequently, the instrument demonstrates strong reliability in assessing academic procrastination competence, as its internal consistency across three dimensions surpasses the threshold value of 0.70.

In Partial Least Squares Structural Equation Modeling (PLS-SEM), one method employed to evaluate the discriminant validity of constructs within a model is the Fornell-Larcker criterion. As illustrated in Table 3, the correlation value for the construct "Distraction" with other variables, specifically Social Media (X₂) and Diversion, is provided. The correlation values for Screen Time (Z) with Islamic Learning (X₁) is 0.562, with Academic Procrastination (Y) is 0.629, and with Screen Time itself is 0.592, all of which are lower compared to the correlation value for Social Media (X₂). Similarly, these correlations are examined with additional variables to assess discriminant validity comprehensively.

Table 3. Discriminant Validity: The Fornell Larcker

Variable	X ₂	X ₁	Y	Z
Distraction Social Media (X ₂)	0.845			
Islamic learning (X ₁)	0.562	0.799		



Variable	X ₂	X ₁	Y	Z
Procrastination Academic (Y)	0.629	0.462	0.831	
Screen Time (Z)	0.592	0.439	0.802	0.772

PLS-SEM Analysis: Evaluation of Structural Model (Inner Model)

The efficacy of the PLS-SEM model in accounting for variations in the observed endogenous variables is quantified by the coefficient of determination, denoted as R^2 . According to Table 4, the R^2 value for the academic procrastination variable is 0.682. It implies that Islamic education, social media, and screen time collectively account for 68.20% of the variance in academic procrastination behavior. In comparison, the remaining 31.80% is attributable to factors not included in the research model. One metric employed in Partial Least Squares Structural Equation Modeling (PLS-SEM) to evaluate the extent to which latent variables impact the observed construct is f^2 , also known as effect size. The analysis of effect size indicates that Screentime ($f^2 = 0.846$) in the strong category is the most significant variable influencing academic procrastination, while Islamic learning ($f^2 = 0.007$) in the small category is the least influential. According to Table 4, all Q^2 values exceed the threshold, being greater than zero. The Redundancy Construct Cross-validated values range from 0.199 to 0.446, and the Communality Construct Cross-validated values range from 0.453 to 0.622, indicating the predictive relevance of Q^2 . These results from both techniques demonstrate that academic procrastination possesses high predictive capability.

Table 4. Measurement of Structural Model: R^2 , f^2 , and Q^2

Variable	R^2		f^2		Construct Cross-validated (Q^2)				
	Value	Decision	Value	Decision	Redundancy		Communality		Predictive Power
					SSE	Q^2	SSE	Q^2	
Procrastination Academic (Y)	0.682	Substantial	-	-	375.925	0.446	286.252	0.578	Strong
Distraction Social Media (X2)	-	-	0.076	Small	776.000	-	293.338	0.622	Strong
Islamic learning (X1)	-	-	0.007	Small	776.000	-	362.547	0.533	Strong
Screen Time (z)	0.367	Moderate	0.846	Large	544.209	0.199	371.282	0.453	Strong

Path Analysis: Direct Effects

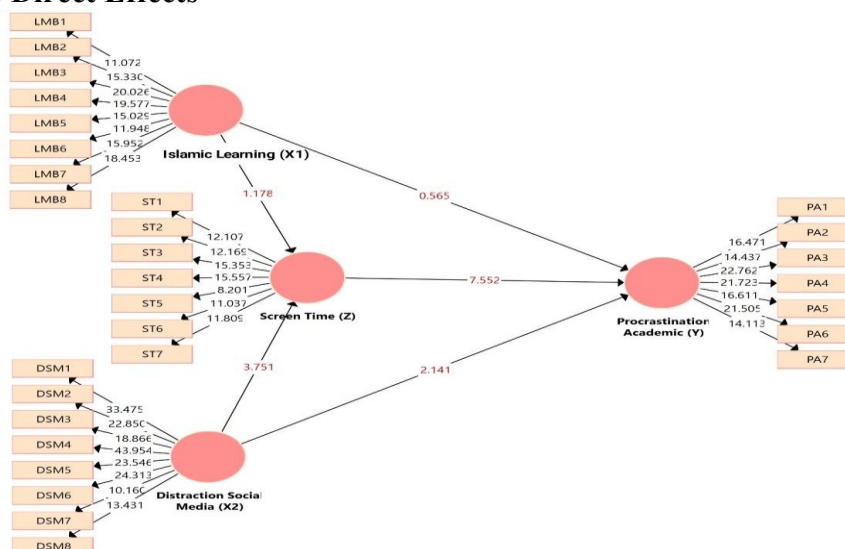


Figure 2. Evaluation of Structural Model



When evaluating hypotheses, a T-statistic value exceeding 1.96 is considered significant and warrants acceptance under standard significance criteria. Table 5 presents the findings for hypothesis H1, which examines the relationship between Social Media Distraction (X2) and Academic Procrastination (Y). Specifically, the β -value is reported as 0.212, and the p-value as 0.029. These results indicate that the Social Media Distraction variable (X2) exerts a positive and significant influence on Academic Procrastination behavior (Y). Consequently, an increase in Social Media Distraction (X2) is associated with a notable rise in Academic Procrastination (Y). Hypothesis H3, which posits that academic procrastination (Y) is influenced by Islamic learning (X1), produced P-values of 0.567 and β -values of 0.056. These results indicate that while there is a positive relationship between Islamic learning (X1) and academic procrastination (Y), this relationship is not statistically significant. Therefore, it can be inferred that although the Islamic learning variable (X1) has a positive impact on academic procrastination (Y), the effect is not substantial. Consequently, increases in the Islamic learning variable (X1) are associated with increases in the academic procrastination variable (Y), but this association lacks statistical significance.

Table 5. Results of Path Coefficient: Direct Effects

Hypothesis	Path Analysis	β -Values (+/-)	Sample Mean	SDV	T-Statistics (>1,96)	P-Values (<0,05)	Decision
H-DIR ₁	DSM $\rightarrow$ PA	0.212	0.211	0.097	2.141	0.029	Accepted
H-DIR ₂	DSM $\rightarrow$ ST	0.504	0.482	0.133	3.751	0.000	Accepted
H-DIR ₃	LMB $\rightarrow$ PA	0.056	0.064	0.098	0.565	0.567	Rejected
H-DIR ₄	LMB $\rightarrow$ ST	0.156	0.191	0.131	1.178	0.233	Rejected
H-DIR ₅	ST $\rightarrow$ PA	0.652	0.639	0.083	7.552	0.000	Accepted

Path Analysis: Indirect Effects

Table 6 presents the findings of the test examining the mediating effect of the Screen Time (Z) variable within the context of the H-IND1 hypothesis. The results reveal that the Social Media Distraction factor (X2) exerts a positive ($\beta = 0.328$) and significant (T-statistic $0.3231 > 1.96$, P-value $0.001 < 0.05$) impact on academic procrastination (Y). Consequently, the H-IND1 hypothesis confirms that "Screen Time positively and significantly mediates the relationship between Social Media Distraction (X2) and Academic Procrastination (Y)." According to the H-IND2 hypothesis, although there is a positive correlation ($\beta = 0.102$) between Islamic learning (X1) and academic procrastination (Y), this relationship is not statistically significant, as indicated by the T-statistic (1.289, which is not greater than 1.96) and the P-value (0.198, which is greater than 0.05). The hypothesis H-IND2 posits that "There is no positive and significant effect of screen time in mediating the relationship between Islamic learning and academic procrastination."

Table 6. Results of Path Coefficient: Indirect Effect

Hypothesis	Path Analysis	β - Values (+/-)	Sample Mean	SDV	T- Statistics (>1,96)	P-values (<0,05)	Decision	Mediating Role
H-IND ₁	DSM $\rightarrow$ ST $\rightarrow$ PA	0.328	0.312	0.102	3.231	0.001	Accepted	Partial Mediation
H-IND ₂	LMB $\rightarrow$ ST $\rightarrow$ PA	0.102	0.120	0.079	1.289	0.198	Rejected	Partial Mediation

Discussion

Social Media Distraction has a positive and significant influence on increasing academic procrastination. The results of this research show that the most powerful indicator in measuring Social Media Distraction is the frequency of Social Media use. Therefore, it is recommended that students not check social media notifications frequently when working on



important assignments. This finding is different from previous research by Nordby *et al.* (2019), which said that social media distraction did not influence the increase in academic procrastination behavior. This research confirms that low productivity due to interference from social media has no impact on increasing academic procrastination behavior. This is because even though students have low productivity and are aware of this, they may be influenced by other factors. Thus, this research does not directly link academic procrastination behavior to a lack of productivity.

This research also shows that the weakest indicator of the success of Islamic learning is academic procrastination. However, research conducted by Harli (2022) shows that learning Aqidah Akhlak can increase academic procrastination behavior. This research confirms that learning comfort can increase academic procrastination. Learning the Islamic learning is important for finding the right balance between comfort and challenge, as well as developing time management skills and strong motivation to deal with procrastination effectively. Therefore, a teacher must be able to balance the comfort of learning with the challenges of the times that students are experiencing.

Furthermore, another factor that can influence academic procrastination is screen time. Based on this research, screen time can influence academic procrastination positively and significantly. The strongest indicator is students who do not know the actual function of digital devices. Therefore, it is recommended for students to use digital devices, especially social media for useful purposes such as studying and working. This research is in line with research Mukarromah & Hakim (2023) which shows that screen time also has an increasing effect on academic procrastination. This research confirms that the strongest indicator influencing academic procrastination is inefficient time management. Therefore, it is recommended that students set a daily time limit for using digital devices.

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In this research, it was stated that the weakest indicator that can influence screen time is students' lack of awareness of the impact caused by digital devices. Therefore, it is recommended for students to pay attention to any symptoms that appear, both from a medical and psychological perspective. This research is in line with the research of Fayda-Kinik (2023), who states that screen time also influences academic procrastination. In research by Fayda-Kinik (2023), it is stated that the lack of optimization of the use of digital devices certainly influences students' academic procrastination behavior. The more optimal the use of digital devices is following proper ethics, the lower the level of academic procrastination carried out by students. Therefore, students must first be aware of the positive and negative impacts caused by digital devices so that students can use digital devices optimally and reduce the risks posed. In this research, it is stated that the indicator of lack of awareness of the impact is a strong indicator of influencing procrastination behavior.

The lower an individual's awareness of the negative impacts of procrastination, the higher academic procrastination will be. Thus, it is recommended that students pay attention



to the negative impacts of procrastination, such as low grades and criticism of their academic achievements. This is not in line with research conducted by Araya-Castillo *et al.* (2023) which states that the factor that influences academic procrastination is a lack of motivation to learn when a person engages in procrastination behavior. Students are often unaware of the factors that cause academic procrastination to emerge. Therefore, students must be aware of and avoid internal and external factors that cause academic procrastination behavior.

Conclusion

The research results concluded that social media distraction has a positive and significant influence on increasing academic procrastination, while Islamic learning has an insignificant influence. Screen time also mediates the relationship between social media distraction and academic procrastination. The implications of this research highlight the need for awareness about the negative impacts of social media use and the importance of a focused approach in developing moral values to reduce academic procrastination.

Recommendation

Based on these findings, indicating that increasing screen time has no effect on the relationship between Islamic learning and academic procrastination, but mediates the effect of social media distraction on academic procrastination, this research proposes several recommendations that intend to strengthen educational understanding and practices in managing Social Media use and values. -moral values to reduce academic procrastination. First, educators can strengthen learning components related to media literacy and digital ethics in the moral belief learning curriculum. It will equip students with a better understanding of how to use social media responsibly. Second, parents need an active role in controlling and limiting the time children spend in front of the screen. Parents need to support alternative activities outside of social media that develop healthy skills and interests. Third, further research needs to explore specific interventions aimed at reducing dependence on social media and increasing engagement in effective learning of moral values. It may include using cognitive-behavioral techniques or mindfulness-based approaches to help students manage distractions from social media. Implementing these recommendations is hoped to improve the balance between the use of technology, learning moral values, and reducing the level of academic procrastination among students.

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