

The Influence Of Tiktok Usage And Learning Motivation On Students' Academic Procrastination At SMP PGRI 441 Paseh

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Abstract

Procrastination in academics is a propensity to procrastinate completing academic activities, which is frequent among adolescents and has a detrimental impact on learning attainment. This conduct is thought to be influenced by low learning motivation and excessive use of social media platforms like TikTok in the digital age. This study's goal is to ascertain how TikTok usage and learning motivation affect academic procrastination overall. One hundred respondents from SMP PGRI 441 Paseh participated in this research utilized a quantitative descriptive method using a survey approach utilizing a questionnaire with an ordinal scale. This was examined through the application of multiple linear regression to evaluate the data. According to the findings, academic procrastination was significantly impacted positively by TikTok use, but negatively by learning motivation. Simultaneously, both variables contributed 26% to the variation in academic procrastination.

Keywords: Social Media, Learning Motivation, Academic Procrastination

Introduction

Social media use has permeated every aspect of students' life, particularly for teenagers. One of the most popular platforms today is TikTok, which allows users to interact and share through online networks (Nasrullah in Ginting et al., 2021) with indicators of social presence, media richness, and self-disclosure. However, uncontrolled use can interfere with learning focus and encourage procrastination. In the learning process, motivation plays an important role as a driving force that maintains the continuity of learning activities so that goals can be achieved (Sadirman in Herwati et al., 2023) with indicators of perseverance in facing tasks, tenacious in facing challenges, interest in new things, preferring to learn independently, easy feels bored, and is able to maintain an opinion.. Lack of learning motivation is often associated with students' tendency to procrastinate academically. Academic procrastination itself is the act of delaying tasks or exam preparation by students as of indicators of delays in completing tasks, delays in completing tasks, time gaps, choosing to do other activities. (Setiawan & Mamahit, 2020).

Most previous studies have examined academic procrastination among university students, however there are currently little studies on junior high school pupils. This research seeks to examine how TikTok use and learning motivation affect students' academic procrastination at SMP PGRI 441 Paseh.

Methods

This study was conducted at SMP PGRI 441 Paseh, located in Jln. Cipaku ,Paseh, Bandung Regency, during the period February to May 2025. 131 students made up the study's population, and 100 students were chosen as a sample using the Slovin formula with a 5% margin of error. Purposive sampling was the method employed, and students who regularly use the social networking site TikTok were the criterion.

This study utilized primary data obtained through the distribution of questionnaires to respondents. The method employed was descriptive quantitative, with data analysis including validity and reliability tests for the research instruments, classical assumption tests, multiple linear regression analysis, correlation tests, determination tests, and hypothesis tests (t-test and F-test). All data were analyzed using statistical processing software to obtain objective and measurable results.

Results and Discussion

1. Respondent Characteristics

Table 1. Respondent characteristics according to age

Age	Total	Persentatasion (%)
12	9	9%
13	30	30%
14	24	24%
15	23	23%
>15	14	14%
Total	100	100%

Source: Primary Data (2025)

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Respondent characteristics according to gender

Gender	Total	Persentatasian (%)
Male	40	40%
Female	60	60%
Total	100	100%

Source: Primary Data (2025)

Table 3. Characteristics of respondents based on class

Class	Total	Persentatasian (%)
VII	29	29%
VIII A	16	16%
VIII B	19	19%
IX A	19	19%
IX B	17	17%
Total	100	100%

Source: Primary Data (2025)

2. Instrument Testing Result

1) Variable Validity Test X_1

Table 4. Validity Test Tiktok Usage

No	Item	Total Correlation (R-count)	R-Table ($\alpha=0,05$)	Validity
1	X1P1	0.668	0.1975	Valid
2	X1P2	0.564	0.1975	Valid
3	X1P3	0.593	0.1975	Valid
4	X1P4	0.345	0.1975	Valid
5	X1P5	0.421	0.1975	Valid
6	X1P6	0.413	0.1975	Valid

Source: Researcher SPSS Ver.29 Processing (2025)

1) Variable Validity Test X_2

Table 5. Validity Test Learning Motivation

No	Item	Total Correlation (R-count)	R-Table ($\alpha=0,05$)	Validity
1	X1P7	0.222	0.1975	Valid
2	X2P8	0.269	0.1975	Valid
3	X2P9	0.255	0.1975	Valid
4	X1P10	0.206	0.1975	Valid
5	X2P11	0.223	0.1975	Valid
6	X2P12	0.205	0.1975	Valid
7	X1P13	0.219	0.1975	Valid
8	X2P14	0.331	0.1975	Valid
9	X2P15	0.244	0.1975	Valid
10	X1P16	0.477	0.1975	Valid
11	X2P17	0.548	0.1975	Valid
12	X2P18	0.469	0.1975	Valid

Source: Researcher SPSS Ver.29 Processing (2025)

2) Variable Validity Tes Y

Table 6. Validity Test Academic Procrastination

No	Item	Total Correlation (R-count)	R-Table ($\alpha=0,05$)	Validity
1	YP19	0.420	0.1975	Valid
2	YP20	0.424	0.1975	Valid
3	YP21	0.512	0.1975	Valid
4	YP22	0.579	0.1975	Valid
5	YP23	0.410	0.1975	Valid
6	YP24	0.435	0.1975	Valid
7	YP25	0.461	0.1975	Valid
8	YP26	0.458	0.1975	Valid

Source: Researcher SPSS Ver.29 Processing (2025)

3) Reability Test

Table 7. Reability Test

Variable	Reliability Statistics	
	Cronbach's Alpha	N of Items
Tiktok Usage	0,811	6
Learning Motivation	0,854	12
Academic Procrastination	0,926	8

Source: Researcher SPSS Ver.29 Processing (2025)

3. Classical Assumption Test

1) Normality Test

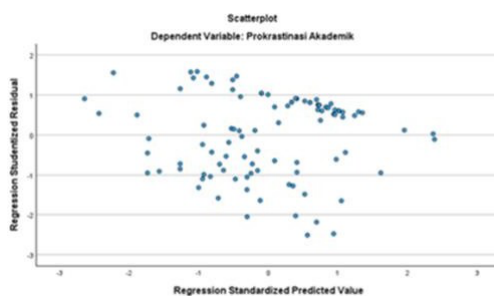
Table 7. Normality Test (Kolmogorov-Smirnov)

Variable	Kolmogorov-Smirnov Z	Sig. (Asymp. Sig. 2-tailed)
Residual	0,101	0,200

Source: Researcher SPSS Ver.29 Processing (2025)

2) Heteroscedasticity Test

Figure 1. Chart Scatterplot



Source: Researcher SPSS Ver.29 Processing (2025)

3) Multicollinearity Test

Table 8. Multicollinearity Test

Independent Variable	Tolerance	VIF
Tiktok Usage (X1)	0,995	1.005
Learning Motivation (X2)	0,995	1.005

Source: Researcher SPSS Ver.29 Processing (2025)

4. Data Analyst Tests

1) Multiple Linear Regression

Table 9. Multiple Linear Regression

Variable	B	Std. Error	t	Sig.
(Constant)	31.919	4.601	6.938	<0,001
Tiktok Usage (X1)	.589	.145	4.049	<0,001
Learning Motivation (X2)	-.379	.085	-4.470	<0,001

Source: Researcher SPSS Ver.29 Processing (2025)

2) Coefficient of Determination Test (R^2)

Table 10. Coefficient of Determination Test

Model	R	R Square	Adjusted R Square
Tiktok Usage on Academic Procrastination	.328	.107	.098
Learning Motivation on Academic Procrastination	.367	.135	.126
Tiktok Usage & Learning Motivation on Academic Procrastination	.510	.260	.245

Source: Researcher SPSS Ver.29 Processing (2025)

5. Hypothesis Test

1) T-Test

Table 11. T-test

Variabel	t	Sig.
Tiktok Usage (X1)	4.049	<0,001
Learning Motivation (X2)	-4.470	<0,001

Source: Researcher SPSS Ver.29 Processing (2025)

2) F-Test

Table 12. F-test

Model	F	Sig.
1	17.028	<0,001

Source: Researcher SPSS Ver.29 Processing (2025)

The correlation value according to the instrument's testing, all of the statement's components are considered legitimate when $R \text{ count} > R \text{ table}$. Additionally, as the measure of internal consistency (Cronbach's Alpha) exceeds 0.60, and the instrument's deemed credible. With a tolerance value of 0.995 and a VIF value of 1.005 for both independent variables, the classical assumption test reveals The data satisfies the normality assumption (significance value = 0.200 > 0.05), that there is no heteroscedasticity (as evidenced by the scatter plot's point distribution, which spreads randomly and does not form a specific pattern), and that there is no multicollinearity.

This conversation clarifies how students' academic procrastination is influenced by their drive to use Tiktok and learning motivation. The analysis conducted in this research indicates that, although in different ways, both factors significantly impact academic procrastination. TikTok use and learning motivation, the independent variable, and academic procrastination, to analyze the dependent variable, multiple linear regression was utilized. The regression formula is:

$$Y = 31.919 + 0.589 X_1 - 0.379 X_2,$$

where Y stands for academic procrastination, X_1 for TikTok use, and X_2 for study motivation.

The constant number of 31,919 means that the amount of academic procrastination is assessed to be 31,919 if learning motivation and TikTok use are at zero. The TikTok use regression

coefficient ($b_1 = 0.589$) indicated a significant and favorable impact on academic procrastination. This indicates that academic procrastination will rise by 0.589% for every 1% increase in TikTok usage. On the other hand, the learning motivation regression coefficient ($b_2 = -0.379$) indicated a negative and significant effect, meaning that for every 1% rise in learning motivation, academic procrastination will decrease by 0.379%.

The F test findings revealed a computed F value of 17.028 with significance < 0.001 , indicating that academic procrastination is significantly impacted by both study motivation and TikTok use at the same time.

With a R Square of 0.107 for the Tiktok usage variable, independent variable X1 has a 10.7% impact on dependent variable Y. This is consistent with earlier study outcomes (Yudha Akbir Wira, Yulianti Yulianti, 2023) entitled "The effect of Tiktok social Media use on student academic procrastination at Sma N 10 Kota Jambi" the results showed that Tiktok social media use had a significantly positive effect with a fairly strong level of 46.2%. The learning motivation variable's R Square is 0.135, indicating that independent variable X2 has a 13.5% impact on dependent variable Y. This is consistent with the findings of a study by Putri (2020) titled "The effect of learning motivation on academic procrastination of grade VIII Junior High School students," which found a 30% negative significant influence between the two. According to the Adjusted R Square value of 0.260, both variables in this model account for 26% of the variation in academic procrastination, with the remaining 74% being influenced by other factors not included in this study, such as peer pressure, self-regulation, or external academic pressure.

Conclusion

Academic procrastination was significantly impacted by TikTok use, according to a partial analysis (using a t-test). This is demonstrated by the calculated t value of 4.049, which is more than the T value in the table (at $\alpha = 0.05$). At less than 0.001, the significance value is less than

0.05. This suggests that, even when used sparingly, TikTok usage contributes positively and meaningfully to the occurrence of academic procrastination.

In the meantime, academic procrastination is significantly impacted negatively by learning motivation. The calculated t value is -4.470 , and the significance value is < 0.001 (< 0.05). Enthusiasm for studying has a partial impact on academic procrastination (X_2), but the opposite is also true the more driven one is to learn, the less academic procrastination there is, since the t count value $> T$ table (in absolute value).

Meanwhile, the F test revealed that academic procrastination is influenced by the combined effect of TikTok usage and learning motivation. At a 5% significance level, the calculated F value of 17.028 exceeds the critical value from the F table. Given that the significance level is below 0.001 , the alternative hypothesis (H_a) is accepted while the null hypothesis (H_0) is rejected. This indicates that both TikTok usage and learning motivation have a significant impact on academic procrastination (Y).

Both independent variables, TikTok use and study motivation, were discovered to significantly affect academic procrastination, either partially or simultaneously. TikTok use was found to increase academic procrastination, while study motivation was found to decrease academic procrastination.

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