

The Influence of Social Media Addiction and Self-Regulated Learning on Student Discipline

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ARTICLE INFO

Article history

Received:

12-12-2025

Revised:

23-01-2026

Accepted:

12-02-2026

Keywords

Islamic education management; self-regulated learning; social media addiction; student discipline

ABSTRACT

The increasingly intensive use of social media among adolescents offers benefits regarding communication and information access; however, excessive use has the potential to diminish student discipline in fulfilling academic obligations. Conversely, self-regulated learning is viewed as a capability that enables students to manage their learning processes independently, thereby maintaining disciplined behavior. This study aims to analyze the influence of social media addiction and self-regulated learning on student discipline, both individually and simultaneously. A quantitative approach with a causal-associative design was employed. The study population consisted of all 20 Grade XI students at SMK Puspa Bangsa for the 2025/2026 academic year, and the entire population was utilized as the sample through a saturated sampling technique. Data were collected using a Likert-scale questionnaire and analyzed using multiple linear regression with IBM SPSS version 27. The results showed that social media addiction had a significant negative effect on student discipline ($B = -0.285$; $t = -4.385$; $p < 0.001$), while self-regulated learning had a significant positive effect ($B = 0.420$; $t = 5.833$; $p < 0.001$). Simultaneously, social media addiction and self-regulated learning significantly influenced student discipline ($F = 34.250$; $p < 0.001$), with an R^2 of 0.414, indicating that the two variables explained 41.4% of the variation in student discipline. The study concludes that improving student discipline requires controlling excessive social media use while strengthening self-regulated learning through instruction that promotes self-regulation, responsibility, and effective study time management.

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Introduction

The advancement of digital technology has transformed societal lifestyles, including within the realm of education. The increasingly widespread use of the internet and social media among adolescents offers various conveniences for accessing information, communicating, and supporting the learning process (Wulan & Hidayat, 2024). However, alongside these benefits, uncontrolled social media usage also entails negative consequences for students' learning behaviors (Mustaqim & Hendriani, 2025). High-intensity social media use often leads to reduced study time, diminished concentration, academic procrastination, and even poor adherence to school regulations (Tannia, 2022). This situation poses a serious challenge for educational institutions, as discipline is a crucial indicator of educational success and serves as a foundation for character building among students.

Student discipline refers to an individual's ability to consistently adhere to applicable rules and norms whether regarding punctuality, compliance with school regulations, or responsibility in completing academic tasks (Wahyuningsih et al., 2026). From the perspective of Islamic Educational Management, discipline is viewed not merely as compliance with rules, but also as the implementation of values such as **istiqamah** (steadfastness), **amanah** (trustworthiness), and responsibility, all of which contribute to shaping students' moral character (**akhlaq**) (Nahar et al., 2026). Therefore, efforts to enhance student discipline cannot rely solely on enforcing school rules; they also require strengthening internal factors and managing the external factors that influence students' learning behaviors.

One external factor suspected of influencing student discipline is social media addiction (Huda & Sugiarti, 2023). Social media addiction describes a condition in which an individual becomes dependent on social media, making it difficult to control the duration or frequency of its use (Zali et al., 2026). This dependency is characterized by a persistent urge to check social media, anxiety when unable to access it, and the disruption of academic and social activities due to excessive use (Amirthalingam & Khera, 2024). Among secondary school students, this phenomenon often manifests as tardiness, reduced focus during lessons, delayed assignment submissions, and poor adherence to school rules. These conditions indicate that social media has evolved beyond a mere communication tool into a factor that can influence students' disciplinary behavior.

Conversely, an internal factor closely linked to discipline is self-regulated learning (SRL) (Pramesti & Suryadi, 2025). SRL refers to an individual's ability to independently plan learning goals, manage study strategies, monitor learning progress, and evaluate learning outcomes (Mahrufah & Rijanto, 2024; Maslina, 2026). Students with high levels of SRL tend to be capable of managing distractions, effectively organizing study time, prioritizing academic activities, and maintaining motivation despite environmental interruptions, such as social media use. This aligns with research by Sudinadji and Kumaidi (2019), which found that students with high SRL manage their emotions by studying in gradual increments, cultivating positive feelings, filling breaks with enjoyable activities, calming themselves through deep-breathing relaxation, seeking teacher support, and maintaining positive friendships. Thus, SRL is a crucial competency contributing to the development of disciplined behavior in students as they fulfill their academic obligations.

Observations at SMK Puspita Bangsa indicate that many students struggle to balance social media use with their academic responsibilities. Prolonged social media usage often diminishes study effectiveness and leads to a lack of discipline in meeting school obligations. On the other hand, not all students who actively use social media exhibit poor discipline. Some students manage to maintain their academic performance and adhere to school rules because they possess strong self-regulation skills. This phenomenon indicates

that the relationship between social media addiction and discipline is likely also influenced by self-regulated learning abilities; therefore, these two variables need to be examined simultaneously to gain a more comprehensive understanding.

A number of recent studies have examined the relationship between social media use, self-regulated learning, and students' academic behavior. Kholifaqurrozi et al. (2025) reported that excessive social media use was associated with lower self-control, increased procrastination, and poorer academic performance. Similarly, Mustaqim and Hendriani (2025) highlighted the negative consequences of uncontrolled social media use on students' learning behavior. Recent studies on self-regulated learning have also shown that students with stronger self-regulation are better able to manage their learning activities, control distractions, organize study time, and maintain academic responsibility (Pramesti & Suryadi, 2025; Maslina, 2026). These findings suggest that social media use and self-regulated learning may represent different but complementary factors in explaining students' disciplinary behavior.

However, previous studies have generally examined social media use and self-regulated learning separately, with greater emphasis on academic achievement, motivation, procrastination, or learning behavior rather than student discipline as a specific outcome. Research that simultaneously examines social media addiction and self-regulated learning as predictors of student discipline remains limited, particularly in vocational high school settings. In addition, relatively few studies have examined these relationships from the perspective of Islamic Educational Management, where student discipline is not only understood as compliance with school regulations but also as the development of responsibility, self-control, and consistent behavior.

This gap indicates the need for a more integrated investigation of external and internal factors that may shape student discipline. Social media addiction represents an external behavioral challenge that may interfere with students' academic responsibilities, whereas self-regulated learning represents an internal capacity that may help students manage distractions and regulate their learning behavior. Examining both variables simultaneously can therefore provide a more comprehensive understanding of the factors associated with student discipline.

The novelty of this study lies in simultaneously examining social media addiction and self-regulated learning as predictors of student discipline among vocational high school students within the perspective of Islamic Educational Management. Rather than focusing primarily on academic achievement, this study places student discipline as the main outcome and examines how external digital behavior and internal self-regulation are related to students' ability to fulfill academic and school responsibilities. The study focuses on Grade XI students at SMK Puspa Bangsa during the 2025/2026 academic year, providing contextual evidence from a vocational education setting that remains relatively underexplored.

Based on this rationale, the study aims to analyze the influence of social media addiction and self-regulated learning on student discipline, as well as to examine the simultaneous effect of both variables on the discipline of students at SMK Puspa Bangsa. The findings are expected to contribute to the field of Islamic Educational Management, particularly by formulating strategies to enhance student discipline through the strengthening of self-regulation and the promotion of wiser social media usage.

Method

This study employs a quantitative approach with a causal-associative research design, aiming to analyze the influence of social media addiction and self-regulated learning on student discipline. A quantitative approach was selected because the study focuses on

measuring relationships between variables through statistical analysis based on numerical data obtained from respondents.

The research was conducted at SMK Puspa Bangsa, Cluring, Banyuwangi, during the 2025/2026 academic year. The study population consisted of all 20 students in Grade XI. Given the relatively small population size, the entire population served as the research respondents (utilizing a saturated sampling or census technique), resulting in a sample size of 20 students.

This study involves two independent variables and one dependent variable. The independent variables are social media addiction (X_1) and self-regulated learning (X_2), while the dependent variable is student discipline (Y). Social media addiction is measured using the indicators from the Bergen Social Media Addiction Scale (BSMAS): salience, mood modification, tolerance, withdrawal, conflict, and relapse. The self-regulated learning variable is measured based on Zimmerman's model, comprising the forethought phase (planning), performance control (learning process control), and self-reflection. Meanwhile, the student discipline variable is measured through three indicators: time discipline, behavioral discipline, and learning discipline.

Data collection was carried out using a questionnaire as the primary research instrument, supplemented by documentation. The questionnaire consists of closed-ended statements using a five-point Likert scale: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). Reverse scoring was applied to negative statement items.

Prior to use as a research instrument, the questionnaire underwent validity and reliability testing through a pilot study involving respondents outside the actual research sample. Validity testing was conducted using the Pearson Product Moment correlation, with items deemed valid if the calculated r -value exceeded the critical r -value at a 5% significance level. Subsequently, reliability testing was performed using the Cronbach's Alpha coefficient; an instrument was considered reliable if its Cronbach's Alpha value was greater than 0.60.

Data were analyzed using IBM SPSS 27 software through several stages. The first stage involved descriptive analysis to characterize the research data. Next, classical assumption tests were conducted, comprising the Kolmogorov-Smirnov test for normality, a multicollinearity test based on Tolerance and Variance Inflation Factor (VIF) values, and the Glejser test for heteroscedasticity. Once all assumptions were met, hypothesis testing was performed using multiple linear regression analysis with the equation: $Y = a + b_1X_1 + b_2X_2 + e$, where Y represents student discipline, a is the constant, b_1 and b_2 are regression coefficients, X_1 is social media addiction, X_2 is self-regulated learning, and e is the error term.

Hypothesis testing involved the t -test to determine the partial effect of each independent variable on the dependent variable, the F -test to assess the simultaneous effect of both independent variables on student discipline, and the coefficient of determination (R^2) to measure the contribution of social media addiction and self-regulated learning in explaining the variation in student discipline. All statistical tests were conducted at a 5% significance level ($\alpha = 0.05$).

Results and Discussion

1. Results

This study involved 20 Grade XI students from SMK Puspa Bangsa as respondents. The respondents' characteristics are presented in Table 1.

Table 1. Respondents' characteristics

No.	Characteristics	Chategory	Frequency	Percentage (%)
1.	Gender	Male	8	40
		Female	12	60
2	Class	XI	20	100
Total			20	100

The descriptive statistics for the research variables are presented in Table 2.

Table 2. Descriptive Statistics

No.	Variable	Minimum	Maksimum	Mean	Standard Deviation
1	Social Media Addiction (X_1)	18	48	34,2	6,15
2	Self-Regulated Learning (X_2)	22	50	38,5	5,80
3	Student Discipline (Y)	20	50	36,8	5,25

Based on Table 2, the mean score for social media addiction was 34.20, the mean for self-regulated learning was 38.50, and the mean for student discipline was 36.80. The standard deviation values for each variable indicate variation in respondents' answers across the research indicators.

Instrument testing was conducted prior to the main study. All statement items for the variables of social media addiction, self-regulated learning, and student discipline yielded calculated r-values (r-count) exceeding the critical r-value (r-table) of 0.444; consequently, all items were deemed valid. Furthermore, the Cronbach's Alpha values for all variables exceeded 0.60, indicating that the research instrument possessed a satisfactory level of reliability. The results of the classical assumption tests are presented in Table 3.

Table 3. The results of the classical assumption tests

No.	Test Type	Indicator	Value	Remark
1	Normality	Kolmogorov-Smirnov Sig.	0,200	Normally distributed
2	Multicollinearity	Tolerance	0,815	No multicollinearity
		VIF	1,227	No multicollinearity
3	Heteroscedasticity	Sig. X_1	0,245	No heteroscedasticity
		Sig. X_2	0,312	No heteroscedasticity

Based on the test results, all regression assumptions have been met, allowing for multiple linear regression analysis to be conducted. The results of the linear regression analysis are presented in Table 4.

Table 4. The results of the linear regression analysis

No.	Variable	Regression Coefficient	t	Sig.
1	Constant	18,450	-	-
2	Social Media Addiction (X_1)	-0,285	-4,385	0,0012

3	Self-Regulated Learning (X_2)	0,420	5,833	0,0039
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Based on Table 4, the following regression equation was obtained: $Y = 18.450 - 0.285X_1 + 0.420X_2$. The regression coefficient for the social media addiction variable is negative (-0.285), indicating that an increase in social media addiction tends to be accompanied by a decrease in student discipline. Conversely, the regression coefficient for self-regulated learning is positive (0.420), indicating that higher self-regulated learning ability corresponds to a higher level of student discipline.

Partial test results show that social media addiction has a significant negative effect on student discipline ($t = -4.385$; Sig. = $0.000 < 0.05$). Meanwhile, self-regulated learning has a significant positive effect on student discipline ($t = 5.833$; Sig. = $0.000 < 0.05$).

Furthermore, the simultaneous test yielded an F-value of 34.250 with a significance level of 0.000 (< 0.05). These findings indicate that social media addiction and self-regulated learning jointly exert a significant influence on student discipline. The analysis results show an R-square value of 0.414, meaning that social media addiction and self-regulated learning simultaneously explain 41.4% of the variation in student discipline. Consequently, 58.6% of the variation in student discipline is influenced by factors outside the research model.

2. Discussion

a. The Impact of Social Media Addiction on Student Discipline

The research results indicate that social media addiction has a significant negative impact on the discipline of Grade XI students at SMK Puspa Bangsa. The negative regression coefficient ($B = -0.285$) indicates that higher levels of social media addiction are associated with lower levels of student discipline. This finding is consistent with Kholifaqurrozi et al. (2025), who reported that excessive social media use was associated with lower self-control, increased procrastination, and poorer academic behavior. Similarly, Tannia (2022) and Zali et al. (2026) found that intensive social media use was associated with reduced learning engagement and academic difficulties. The present finding therefore strengthens previous evidence by showing that the negative relationship also extends to students' disciplinary behavior.

The negative effect of social media addiction on student discipline can be explained through several mechanisms. First, excessive social media use can reduce the amount of time available for academic activities. Students who spend substantial time accessing social media may postpone studying, completing assignments, or preparing for school. Second, frequent exposure to social media notifications and online content can create distractions that make it more difficult for students to maintain concentration and regulate their behavior. Third, excessive use, particularly at night, may interfere with sleep patterns, which can subsequently contribute to lateness, fatigue, and reduced attention during learning activities. These mechanisms help explain why higher levels of social media addiction may be accompanied by lower student discipline.

This interpretation is supported by Adiatussalik et al. (2024), who found a relationship between the duration and intensity of social media use and sleep disturbances. Agustina and Hanif (2025) also reported that students who spent more than three hours per day on social media tended to experience lower learning satisfaction and greater avoidance of challenging academic tasks. Taken together, these findings suggest that social media addiction may affect discipline indirectly by disrupting students' time management, concentration, sleep patterns, and ability to control impulses.

The findings can also be interpreted using the Bergen Social Media Addiction Scale (BSMAS) developed by Andreassen et al. (2016), which identifies symptoms such as

salience, tolerance, withdrawal, conflict, and relapse. When social media becomes a dominant activity, students may prioritize online engagement over academic responsibilities. This condition can weaken their ability to consistently follow study schedules, complete assignments, and comply with school regulations. Zarate et al. (2023) similarly found that social media addiction was associated with lower self-control and greater academic procrastination.

From the perspective of Islamic Educational Management, the finding highlights that student discipline should not be addressed solely through school rules and sanctions. Schools also need to strengthen students' self-control, responsibility, and awareness in using digital technology. Digital literacy programs, clear regulations regarding device use, guidance from teachers and parents, and activities that encourage responsible technology use may help students manage social media more effectively.

b. The Influence of Self-Regulated Learning on Student Discipline

The research results indicate that self-regulated learning has a positive and significant influence on student discipline. This means that the better a student's ability to manage their learning process, the higher their level of discipline in fulfilling academic obligations and adhering to school rules. This is supported by Agustina et al. (2025), who noted that disciplined students tend to be more organized in their studies and in completing assignments.

Students with strong self-regulated learning skills are capable of setting learning goals, creating structured study schedules, managing distractions during the learning process, and evaluating their own learning outcomes. Research by Satrio et al. (2021) similarly demonstrates that active student participation in self-management utilizing the stages of self-regulated learning fosters a sense of responsibility throughout the learning process. Such capabilities cultivate discipline rooted in self-awareness (self-discipline), rather than discipline stemming merely from teacher or parental supervision. These findings align with the self-regulated learning theory developed by Zimmerman (Anindya et al., 2026), which explains that self-regulation occurs through three stages: forethought, performance, and self-reflection. These three stages enable students to manage their learning behavior independently, thereby better maintaining consistency in fulfilling their academic responsibilities.

The results of this study aligns with research by Maslina (2026) and Pramesti & Suryadi (2025), which states that students with high levels of self-regulated learning exhibit better learning motivation, self-control, and academic achievement compared to those with low self-regulation skills. Furthermore, research by Anindya et al. (2026) indicates that self-regulation ability is a key predictor of academic success, as it helps learners manage their time, control distractions, and maintain commitment to learning goals. These findings suggest that enhancing student discipline can be achieved not only through the enforcement of school rules but also by fostering self-regulation skills through instruction that encourages study planning, self-reflection, and the habit of independent learning.

This finding is consistent with Maslina (2026) and Pramesti and Suryadi (2025), who found that stronger self-regulated learning was associated with better learning motivation, self-control, and academic behavior. The present study extends these findings by demonstrating that self-regulated learning is also positively associated with student discipline, particularly in relation to fulfilling academic responsibilities and following school regulations.

c. The Influence of Social Media Addiction and Self-Regulated Learning on Student Discipline

Simultaneous analysis results indicate that social media addiction and self-regulated learning jointly exert a significant influence on student discipline. This demonstrates that

student discipline is shaped not only by external factors such as social media usage but also by internal factors, specifically self-regulation capabilities. Thus, disciplined behavior emerges from the interaction between environmental conditions and an individual's capacity for self-control. These results are supported by Afifayanti et al. (2026), who posit that study discipline is essentially a form of self-regulation involving adherence to rules to create a conducive classroom atmosphere.

The R^2 value of 0.414 indicates that social media addiction and self-regulated learning jointly explain 41.4% of the variance in student discipline. This finding suggests that both external behavioral factors and internal self-regulation are relevant predictors of student discipline, although other factors account for the remaining 58.6%. However, 58.6% of the variation in discipline remains attributable to factors outside the research model, such as parenting styles, peer environments, school culture, learning motivation, teacher supervision, and the learning climate. This highlights that the development of discipline is a multidimensional process requiring a comprehensive approach. The findings of this study imply that efforts to enhance student discipline should employ two simultaneous approaches: mitigating the negative impacts of social media usage through digital literacy education and device monitoring, and strengthening self-regulated learning skills by fostering habits such as study planning, time management, learning monitoring, and self-reflection. From the perspective of Islamic Educational Management, these approaches align with educational goals that emphasize not only academic achievement but also the character development of students cultivating individuals who are responsible, disciplined, and capable of exercising self-control in the wise use of technological advancements.

Conclusion

This study concludes that student discipline is significantly influenced by both social media addiction and self-regulated learning. Higher social media addiction is associated with lower discipline, while stronger self-regulated learning is associated with more disciplined academic behavior. The findings imply that teachers should help students develop self-regulation, time management, and responsible social media use, while schools should establish clear digital-use guidelines and provide programs that strengthen digital literacy, self-discipline, and academic responsibility. These efforts can support students in managing technology use while maintaining their academic responsibilities.

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