

THE CORRELATION BETWEEN THE USE OF TIKTOK BY ENGLISH STUDY PROGRAM STUDENTS FKIP UNIVERSITAS RIAU AND THEIR ACADEMIC PROCRASTINATION

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ABSTRACT

This study examined the correlation between the use of TikTok and academic procrastination among fifth-semester English Study Program students at Universitas Riau. Using a quantitative research design, data were collected from 55 students through the questionnaires by using Procrastination Assessment Scale for Students (PASS) and Social Media Use Scale (SMUS). Statistical analysis using Pearson Product Moment Correlation revealed a strong correlation ($\rho = 0.688$) with a significance value of $p = 0.000$ indicating there is a significant positive relationship between the use of TikTok and academic procrastination. These findings showed that when the use of TikTok increases, the level of procrastination also increases. The study recommends that educators can provide guidance on digital well-being and clear deadline also constructive feedback can help to reduce the habit of academic procrastination. In addition, flexible deadlines for more complex assignments are recommended while minimizing procrastination.

Keywords: academic procrastination; use of tiktok; self-regulation; correlation

A. Introduction

Technological development has transformed education, with TikTok emerging as one of the most influential platforms affecting students' study habits. The influence of technological developments also has an impact on the educational system, especially students often keep scrolling with

smartphones, computer, the internet to access social platforms and video games. One of the popular social apps all over the world is TikTok, the last few years TikTok became quite popular among children, adults and university students that allows to create and share videos. This research motivated by the current

phenomenon in significant of TikTok usage that has the potential both positive and negative effects to study habits linked to academic procrastination. This topic is interesting to analyze because TikTok has the potential to affect student's study habits. However, if uncontrolled use of TikTok becomes widespread, it will potentially have a negative impact on academic procrastination and neglect of academic goals.

The pre-research was conducted in June 2025 among English study program students and the findings indicated that 55 (53.5%) of students using TikTok as a form to avoid form tasks perceive as difficult or boring. Furthermore, pre-research through brief interviews with several students, it was found that the use of TikTok triggers academic procrastination. They often delay writing assignments because it require high concentration and the ability to understand the topic. In addition, tired, overwhelmed, and lack of self-confidence are also internal factors that contribute to academic procrastination. These results illustrate that TikTok serve not only as a source of entertainment, but also potentially lead to procrastination. Steel (2007) in his book entitled *The*

Nature of Procrastination, states that distraction caused by technology, especially social media is one of the triggering factors for procrastination activities. This knowledge emphasizes the necessity of methods to assist students in controlling their social media use in order to preserve their academic standing. Uses and Gratification theory by Katz, Blumler & Gurevitch (1973) stated that individuals use social media to fulfill various needs such as relaxation or leisure, seeking entertainment and routine. However, excessive use of social media can lead to procrastination or delaying behavior. Nugrahanto et al.,(2023) states that prolonged and excessive use of TikTok can increase the potential for academic procrastination, thus requiring self-regulation. Bandura (1991) explained that self-regulation theory is that individual has the ability to control their own feeling, thought, and motivation and action to achieve a goal.

Based on the description above, the aimed of this study is to find out the correlation between the use of TikTok by English Study Program Students FKIP Universitas Riau and their academic procrastination.

B. Method

The researcher used a quantitative research design and categorized as a correlation research design. The sample consisted of 55 students among fifth-semester English Study Program Students FKIP Universitas Riau, selected through purposive sampling technique. The instrument used to collect data was a questionnaire consisting of 25 questions, which measure the student's TikTok consuming by using Social Media Use Scale(SMUS) and to measure academic procrastination by using Procrastination Academic Scale for Students(PASS). Data analysis was conducted using SPSS Version 26, including descriptive statistics, the Kolmogorov Smirnov for normality test, and Pearson Product Moment to examine the correlation between the use of TikTok and academic procrastination.

C. Results and Discussion

Results

The data for this research were collected from October to November 2025. The results obtained from the collected data are presented in the following section, which shows the findings of the research.

Descriptive Analysis

Table 1. Result of Descriptive Statistics

Variable	Min	Max	Mean	Std. Deviation
X	1.00	4.00	3.03	0.42
Y	1.00	4.00	2.81	0.41
N	55			

The Table 1 presents the descriptive statistics of the use of TikTok among English Study Program FKIP Universitas Riau and shows a mean score is 3.03 with a standard deviation of 0.42. Therefore, academic procrastination mean score is 2.81 with a standard deviation of 0.41. Based on the results of analysis descriptive test above, these values indicate that both variables are in the high category. In addition, the results show that procrastination level among respondents with the lowest (minimum) value of 1.00 and the highest (maximum) value of 4.00 The standard deviation of 0.41 indicate that the procrastination levels of most respondents.

Normality Test

Normality test was conducted to determine whether the data were normally distributed or not. In this study, the Kolmogorov-Smirnov test was used to assess the normality of each variable.

Table 2. Normality Test Result

Normality Test		
<i>Kolmogorov-Smirnov</i>	<i>Asymp.Sig</i>	<i>Interpretation</i>
0.115	0.066	Normally Distributed

Table 2 shows that the Kolmogorov-Smirnov value is 0.115 with a significance value of 0.066. Therefore, these results indicate that the data is normally distributed and thus met the assumption of normality.

Linearity Test

Linearity test is conducted to determine whether the relationship between the variables is linear or not.

Table 3. Linearity Test Results

Linearity Test		
<i>Variable</i>	<i>Linearity</i>	<i>Interpretation</i>
Academic procrastination	0.001	Variables are linear
TikTok	0.000	Variables are linear

Based on the results in Table 3, the significance value for linearity of

independent variable is 0.000 and significance value for the dependent variable is 0.001. It can be concluded that there is a significant linear relationship between the variables.

Correlation Test

The Pearson Product Moment Correlation test was conducted to determine the relationship between the use of TikTok and academic procrastination among participants.

Table 4. Pearson Product Moment

Correlation Test Result

Correlation Test			
Variables	<i>r-count</i>	<i>Sig.(2-tailed)</i>	<i>Interpretation</i>
TikTok & Academic Procrastination	0.688	0.000	Strong Positive Correlation

Table 4 displays the results of Pearson Product Moment Correlation Analysis. The findings reveal coefficient *r* (*r-count*) between the use of TikTok and academic procrastination is 0.688 and the significance value (*Sig.2-tailed*) is 0.000. These findings indicated that there is a significant positive relationship between the variables. The positive relationship means that

the relationship between the use of TikTok and academic procrastination is direct. Moreover, it means that when the use of TikTok increases, the level of academic procrastination among student also increases. The value of r-count is 0.688 falls within the range of 0.60-0.799 which indicates a strong correlation.

D. Discussion

The findings of this study indicate that there is a significant positive correlation between the use TikTok and academic procrastination. It means that the more frequently students use TikTok, the higher their level of academic procrastination tend to be. These results are consistent with previous studies that also found a significantly relationship between academic procrastination and the use of TikTok. Manzoor et al. (2024) found that young adults' academic procrastination is positively significant impacted by their addiction to TikTok scrolling. Similarly, Shiddiq & Taufiq (2024) reported that the use of TikTok among students negatively impact to students' learning behavior, in line with this study, the students often postpone their weekly reading assignments and students always

delay doing this task due to time spent on TikTok. In addition, the findings of this study also support the result of Alfatih (2024), which state that the use of TikTok influence their study habits because of distraction.

Research by Yang (2024) reported that the respondents were addicted to short video and academic procrastination, this finding also found in Nugrahanto et al., (2023). Students who often spend more time on TikTok may have difficulty to regulate their time and set their study behaviors, which will leading to procrastination. Student prefer to choose short-term pleasure by watching and scrolling TikTok rather than long-term academic goals such as starting and completing academic tasks.

E. Conclusion

The findings of this study concluded that there is a significant correlation between the use of TikTok by English Study Program Student FKIP Universitas Riau and their academic procrastination. It can be concluded that the more frequently students use TikTok, the more likely they are to procrastinate on academic tasks. Based on these results, lecturers are advised to provide

guidance on digital well-being and integrate technology as a more interactive learning method. In addition, flexible deadlines for more complex assignments are recommended while minimizing procrastination. Students are expected to be able to manage the duration of use TikTok by using screen time management feature. Furthermore, other researchers can explore other variables and factors that may affect to academic procrastination to provide broader understanding and more effective solutions to avoid from academic procrastination.

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