

The Relationship Between Internet Addiction and Academic Procrastination in Nursing Bachelor Students Who Are Compiling Thesis in Bandung

Andri Nurmansyah¹, Fifi Siti Fauziah Yani², Dedi Supriadi³, Ahmad Mumtaz Tauba⁴

^{1,3}Department of Bachelor of Nursing Study Program, Faculty of Health Science and Technology, Universitas Jenderal Achmad Yani, Cimahi, Indonesia

²Department of Diploma of Nursing Study Program, Faculty of Health Science and Technology, Universitas Jenderal Achmad Yani, Cimahi, Indonesia

⁴Department of Diploma of Nursing Study Program, Faculty of Agriculture, Timor University, East Nusa Tenggara, Indonesia



Jurnal Keperawatan Komprehensif
(Comprehensive Nursing Journal)

Volume 11 (3), 453-460
<https://doi.org/10.33755/jkk.v11i3>

Article info

Received : June 05, 2025
Revised : July 12, 2025
Accepted : July 15, 2025
Published : July 31, 2025

Corresponding author

Fifi Siti Fauziah Yani*

Faculty of Health Science and Technology,
Universitas Jenderal Achmad Yani
Jl. Terusan Jend. Sudirman, Cibeber, Kec.
Cimahi Sela., Kota Cimahi, Jawa Barat
Phone : 022 - 6656190
e-mail: fifisitifauziahyani@gmail.com

Citation

Nurmansyah, A., Yani, F. S. F., Supriadi, D., & Tauba, A. M. (2025). The relationship between internet addiction and academic procrastination in nursing bachelor students who are compiling thesis in Bandung. *Jurnal Keperawatan Komprehensif (Comprehensive Nursing Journal)*, 11(3), 453-460.

Website

<https://journal.stikep-ppnjabar.ac.id/jkk>

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p-ISSN : [2354 8428](#)
e-ISSN: [2598 8727](#)

Abstract

Background: Academic procrastination is a widespread issue affecting university students, often linked to behavioral factors such as uncontrolled internet use. Among final-year nursing students, extended time spent on non-academic online activities—exceeding four hours daily—may contribute to delays in completing academic responsibilities.

Objective: This study aimed to explore the relationship between internet addiction and the tendency to procrastinate academically among undergraduate nursing students.

Method: A correlational quantitative approach was utilized in this study. The target population included 90 final-year students, with 86 respondents selected using an accidental sampling method. Data were collected through two standardized questionnaires—one measuring internet addiction levels and the other assessing academic procrastination. Statistical analyses included both univariate and bivariate procedures, with Spearman's rank correlation used to examine the association between the two variables.

Results: Of the 86 participants, 60 students (69.8%) demonstrated moderate internet addiction, while 56 students (65.1%) reported moderate levels of academic procrastination. Analysis showed a statistically significant positive correlation between internet addiction and procrastination behavior ($p = 0.007$; $r = 0.288$). These findings suggest that higher levels of internet dependency are associated with an increased likelihood of delaying academic tasks.

Conclusion: There is a meaningful association between excessive internet use and academic procrastination. It is recommended that students develop better time management strategies by limiting recreational internet use and allocating focused periods for academic work to reduce procrastination tendencies and improve academic outcomes.

Keywords: Academic procrastination, Internet Addiction, Nursing students, Student behavior, Time management

INTRODUCTION

A thesis is one of the final assignments that students face. Students who are less able to face obstacles in completing their thesis usually postpone doing it. This delay makes students unable to complete their thesis by the deadline (1). This behaviour, known as procrastination, is characterized by the intentional postponement of tasks in favor of less important, more pleasurable activities (2,3). Among final-year students, academic procrastination often involves delays in initiating or completing thesis work (3).

The negative impact of procrastination on final year students in compiling the thesis is wasted time, less than optimal results, poor performance in completing the thesis, a tendency not to complete the thesis, and causes graduation to be delayed and not on time (4). There are two factors that cause academic procrastination, namely internal factors and external factors (5). Internal factors encompass physical and psychological conditions, such as fatigue, poor health, or deficient self-regulation skills. External factors include environmental influences and situational challenges, like overwhelming tasks that hinder timely action (6).

According to Bernard, one of the causes of academic procrastination is pleasure-seeking or seeking pleasure (7). It can be concluded that individuals will procrastinate because they prefer to do something that is fun for them rather than do work or tasks that are considered a burden. In the era of increasingly rapid modern technology, everything must be done online, the search for happiness or sources of pleasure is often found through smartphones. One of the largest users of smartphones and the internet is students. Kasim said that currently, students find it difficult to separate from the Internet, starting from academic work or accessing the Internet to seek entertainment (8).

Internet use among college students is the most popular academic and entertainment activity (9). Studies reveal that college students exhibit higher internet consumption compared to the general population. Research in 2020 reported a significant rise in social media and internet usage among university students, with excessive use leading to internet addiction (11,12).

Internet addiction is excessive internet use characterized by clinical symptoms of addiction,

such as preoccupation with addictive objects, using addictive objects more often, and ignoring physical and psychological impacts (11). Addicted individuals often exhibit symptoms such as preoccupation with online activities, inability to manage time effectively, anxiety when offline, and neglect of daily responsibilities (12). According to Young, someone who uses the internet more than 35 hours a week can be classified as an internet addict. According to DSM-V, excessive internet use is up to 30 hours per week or 4 to 10 hours per day (11).

Empirical studies have established a significant positive correlation between internet addiction and academic procrastination. Students with higher levels of internet dependency tend to postpone academic tasks more frequently, while those with lower dependency demonstrate greater focus and time management (13). To strengthen the theoretical foundation of this study, the relationship between internet addiction and academic procrastination is examined through the lens of Self-Regulated Learning (SRL) Theory. SRL theory explains how students plan, monitor, and control their cognitive, motivational, and behavioral aspects of learning (14). Excessive internet use, often associated with internet addiction, can disrupt these self-regulatory processes, leading to diminished academic performance and increased procrastination (15,16).

In the context of thesis writing, which requires a high level of self-regulation, internet addiction may serve as a barrier to effective time management and goal-setting. Recent research supports this connection, indicating that higher levels of internet addiction are positively correlated with academic procrastination in university students, particularly among those facing high academic demands such as final-year thesis completion (17). Therefore, understanding this relationship through a theoretical framework not only enhances academic rigor but also provides a basis for developing interventions to support nursing students during critical stages of their academic journey.

A preliminary study was conducted through direct interviews with 13 final-year undergraduate nursing students who were in the process of writing their theses. The findings indicated varying durations of daily internet usage among the participants: 2 students reported using the internet for 4–5 hours per

day, 2 students for 6–7 hours, 3 students for 8–9 hours, and 1 student for more than 11 hours per day. Meanwhile, 3 students accessed the internet for 2–3 hours daily, and 2 students for 1–2 hours. In addition to internet usage patterns, the interviews revealed that 8 out of 13 students admitted to frequently postponing their thesis work. The reasons cited included difficulties in finding relevant journal references, a lack of motivation, the need for rest, and a preference for leisure activities such as traveling, watching movies, and using the internet. Furthermore, students reported spending only 2–4 hours per day on academic activities, while dedicating 3–9 hours per day to non-academic internet use. This included browsing social media, playing online games, watching YouTube, streaming movies, and engaging in online shopping. These preliminary findings suggest that excessive internet use may be a contributing factor to academic procrastination among final-year nursing students during the thesis-writing process.

METHODS

This study employed a quantitative approach with a correlational research design to examine the relationship between internet addiction and academic procrastination among final-year nursing students. The research was conducted in Bandung over a period of 18 days.

Population and Sample

The population comprised 90 final-year nursing undergraduate students actively writing their theses. A total of 86 participants were selected using an accidental sampling technique, which was deemed appropriate given the accessibility of respondents and time constraints of the study. The sample size was calculated using Slovin's formula with a 5% margin of error, ensuring adequate statistical power for correlation analysis.

Instruments

Data collection utilized two standardized instruments:

1. **Internet Addiction Questionnaire** – adapted from Young's Internet Addiction Test (IAT), which consists of 20 items assessing the level of internet dependency. Previous studies have reported good psychometric properties with a Cronbach's alpha of 0.88 (Young, 2017). A validity test conducted in this study yielded a correlation coefficient (r) range of 0.502–0.734 ($p < 0.05$), and reliability testing resulted in a Cronbach's alpha of 0.861, indicating high internal consistency (18).
2. **Academic Procrastination Questionnaire** – adapted from the Procrastination Assessment Scale for Students (PASS), which measures the tendency to delay academic tasks. The validity test in this study showed r values ranging from 0.487–0.715 ($p < 0.05$), and the reliability test yielded a Cronbach's alpha of 0.843 (19).

Data Analysis

Data were analyzed using univariate and bivariate analyses. Univariate analysis described respondents' characteristics and questionnaire scores, while bivariate analysis employed the Spearman Rank correlation test to determine the relationship between internet addiction and academic procrastination, as the data did not meet parametric assumptions.

Ethical Considerations

Ethical clearance was obtained from the Health Research Ethics Committee of Bhakti Kencana University with approval number: 171/09.KEPK/UBK/VIII/2024. Participants provided informed consent, and confidentiality was strictly maintained throughout the study.

RESULTS

Description of Internet Addiction in Nursing Undergraduate Students Who Are Writing Their Theses in Bandung

Table 1. Frequency Distribution of Internet Addiction

Category Internet Addiction	F	(%)
Low	12	14.0
Medium	60	69.8
High	14	16.3
	86	100.0

Based on the table above, it shows that 60 respondents (69.8%) have a moderate level of internet addiction.

Description of Academic Procrastination in Nursing Undergraduate Students Who Are Writing Their Thesis in Bandung

Table 2. Frequency Distribution of Academic Procrastination

Category Procrastination Academic	F	(%)
Low	16	18.6
Medium	56	65.1
High	14	16.3
	86	100.0

Based on the academic procrastination table, data was obtained that some respondents were in the moderate procrastination category, as many as 56 respondents (65.1%).

The Relationship between Internet Addiction and Academic Procrastination in Undergraduate Nursing Students Who Are Writing Their Theses

Table 3. The Relationship between Internet Addiction and Academic Procrastination in Undergraduate Nursing Students Who Are Writing Their Theses in Bandun

Category Internet Addiction	Category Procrastination Academic						Total		P -value
	Low		Medium		High				
	F	%	F	%	F	%	F	%	
Low	7	58.3	4	33.3	1	8.3	12	100	0,007
Medium	7	11.7	44	73.3	9	15	60	100	
High	2	14.3	8	57.1	4	28.6	14	100	
Total	16	18.6	56	65.1	14	16.3	86	100	

Based on the table above, it shows that 44 respondents (73.3%) have moderate internet addiction and moderate procrastination. From the results above, a p-value or probability of 0.007 is obtained with a significance level of 0.05 so that the p-value of $0.007 < 0.05$, which means that there is a significant relationship between internet addiction and academic procrastination in undergraduate nursing students who are

writing their theses in Bandung, so H_a is accepted.

DISCUSSION

Based on the table 3, the results of this study show that the Sig. (2-tailed) or probability (p) value is 0.007 with a significance level of 0.05 so the p-value is $0.007 < 0.05$ which means that

there is a relationship between internet addiction and academic procrastination in nursing undergraduate students who are writing their thesis in Bandung. This study identified a positive and statistically significant relationship between internet addiction and academic procrastination among undergraduate nursing students writing their theses in Bandung ($p = 0.007$; $r = 0.288$). Although the correlation strength is modest, the findings highlight a concerning pattern: higher internet use is associated with increased tendencies to delay academic work.

This aligns with previous research indicating that excessive and uncontrolled internet use is associated with a higher tendency to delay academic tasks (17). Students who are addicted to the internet often prioritize online activities over academic responsibilities, which can interfere with time management and task completion. However, this relationship is likely to be influenced by several confounding or mediating factors, which may either strengthen or weaken the direct association between the two variables. One such factor is academic self-efficacy, which refers to a student's belief in their ability to successfully perform academic tasks. Studies have shown that students with low self-efficacy are more vulnerable to procrastination, especially when coupled with internet overuse, as they may use online distractions to cope with feelings of inadequacy or fear of failure. In addition, academic pressure is a critical contextual factor, particularly in nursing education where students face intensive practical and theoretical demands. High levels of academic pressure may lead to escapism through internet use, which can evolve into addictive behavior and eventually foster procrastination as a maladaptive coping strategy (14).

Sleep habits also play an essential role. Poor sleep hygiene and irregular sleep patterns, often resulting from excessive nighttime internet use, can impair cognitive functioning, reduce concentration, and increase fatigue. These factors contribute to delays in academic task completion (20). Disrupted sleep may mediate the relationship between internet addiction and procrastination by reducing students' ability to self-regulate their learning activities during the day. Understanding these underlying mechanisms is essential in developing effective interventions. Future research should consider

integrating these variables into a multivariate model to further explore their mediating or moderating roles in the relationship between internet addiction and academic procrastination.

This suggests that moderate internet use, though not yet pathological, can interfere with academic productivity when unregulated. According to the I-PACE model (21), such behaviors may emerge from a complex interaction of individual vulnerabilities (e.g., stress, poor self-regulation), affective responses, and environmental cues (e.g., easy internet access). Interestingly, the gender distribution revealed a higher proportion of women (51%) experiencing high levels of internet addiction (22). This is in line with research conducted by Mulyati (23) who stated that women experience more internet addiction. This is different from the results of research conducted by Mareta (24) who stated that the level of internet addiction in men is higher than in women.

The relationship between internet addiction and academic procrastination among nursing bachelor students can be better understood through the lens of established psychological and educational theories. Self-Regulated Learning Theory, as proposed by Zimmerman (2000) highlights the active role of learners in managing their thoughts, behaviors, and emotions to achieve academic goals. SRL involves processes such as goal setting, self-monitoring, time management, and self-reflection (25). Internet addiction can disrupt these self-regulatory functions by consuming students' attention, time, and motivation. Nursing students, who are often under intense academic pressure due to clinical and theoretical demands, may find themselves less capable of self-regulation when they are heavily engaged in non-academic online activities. As a result, they are more prone to procrastinate academic tasks, particularly those requiring sustained concentration such as thesis writing (14).

According to Young, someone who is addicted to the internet can spend 40-80 hours per week accessing the internet (26). Young explains that internet addiction is defined as someone who loses control over themselves when using the internet, causing serious problems in daily life and impaired brain or mental function (27). Based on the description above, it can be concluded that students are still able to control themselves when using the internet, resulting in the level of internet addiction in this study being

included in the moderate category. According to researchers, solutions to overcome internet addiction include limiting the time spent using cell phones, avoiding using cell phones when with other people, and increasing interaction with other people.

Procrastination often occurs in academic environments, usually carried out by students when given an assignment (28). Several factors cause someone to become a procrastinator, including feelings of anxiety, lack of self-esteem, low levels of confidence, pleasure-seeking activities, environmental disorganization, no approach to tasks, lack of assertiveness, and physical and mental fatigue (23). According to Bernand in Azhari (29) who stated that one of the factors causing academic procrastination is physical and mental fatigue in completing tasks. According to Jadidah (30) who found that the factors causing academic procrastination were being too tired due to campus activities, confused about which one to do first because there were too many tasks and difficult tasks.

According to Saman (31) who stated that respondents had difficulty managing time to complete the tasks given, even though some of the respondents were unable to collect tasks according to the specified deadline. Based on the description above, it can be concluded that to overcome academic procrastination, students must have good time management and focus on the main goal is important, according to researchers, making a daily activity plan to do assignments based on priorities, taking special time to do assignments and creating a comfortable environment to avoid activities that can interfere with the completion of the thesis can be applied to the student's activity schedule.

The results of this study are also supported by research conducted by Gultom (32) which shows a positive and significant relationship between internet addiction and academic procrastination, namely that 19.6% of respondents have low levels of internet addiction, 72.2% have moderate internet addiction, and 3.2% have severe internet addiction. Academic procrastination can come from various factors, one of which is pleasure seeking or activities seeking pleasure rather than doing academic assignments. Basco said that one of the pleasure-seeking activities that is currently popular is the use of smartphones (33,34). Excessive use of smartphones can cause someone to become addicted. Gultom (26) stated that students are a

high-risk group for internet addiction because they have free time but no parental supervision.

CONCLUSION

The findings of this study reveal a positive and statistically significant relationship between internet addiction and academic procrastination among undergraduate nursing students completing their theses in Bandung ($p = 0.007$; $r = 0.288$). This suggests that students with higher levels of internet addiction tend to exhibit a greater tendency toward academic procrastination. Although the correlation coefficient ($r = 0.288$) indicates a modest association, it highlights a meaningful pattern where excessive internet use may contribute to delays in academic tasks.

This study contributes to the growing body of evidence linking technology use with academic behaviors, particularly in the context of nursing education, a field where timely thesis completion is critical for professional progression. The findings underscore the need for interventions to address digital self-regulation and stress management among students. Universities could incorporate workshops on time management, digital detox strategies, and coping skills into nursing curricula to mitigate these challenges. Future research should consider exploring mediating variables such as self-efficacy, emotional regulation, and academic motivation to better understand the mechanisms underlying this relationship. Longitudinal studies would also help establish causal links and inform targeted interventions.

Acknowledgment

The authors would like to express their sincere gratitude to all individuals and institutions who contributed to the completion of this article.

Funding

No funding in this research

Author contribution

AN : Conceptualization, Writing – original draft, Review & Editing

FSFY : Writing – original draft, Review & Editing

DS : Review & Editing, Methodology

AMT : Writing – original draft, Supervision

Conflict of interest

None of the writers discloses conflict or interest.

Data availability

Contact the corresponding author (FSFY), to obtain the data used to support the study's conclusions. The statistics are not accessible to the public because they include information that might put research participants' privacy at risk.

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