

# HOW SUSTAINED ATTENTION AND ACADEMIC PROCRASTINATION CORRELATE WITH ADDICTION TOWARDS SHORT-FORM VIDEO APPS IN COLLEGE STUDENTS

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## ABSTRACT

Since around 2019, short-form video has been rapidly growing as a form of entertainment around the globe. This can be seen from the number of people that use short-form video applications (SVA) such as TikTok, YouTube Shorts, and Instagram Reels, which surpass 1 billion. Indonesia is ranked 2<sup>nd</sup> as the country with the most TikTok users, with 109.9 million people as of January 2023. SVA has a system that can continuously provide content according to its users' preferences. This system can increase the users' chances of becoming addicted. SVA addiction can be included as a sub-category of internet addiction, which correlates positively with academic procrastination and can negatively affect an individual's well-being and adaptability. SVA addiction has also been found to make it harder for someone to maintain their attention. This research aims to find out whether there is a relationship between sustained attention, academic procrastination, and SVA addiction in college students. Another aim of this research is to fill the gap of limited research regarding said subjects in Indonesia. Data was obtained through quantitative methods using online surveys. The criteria for the participants are active university students aged 18–25 who use SVA. 100 students participated voluntarily in this research, of which 62% are female and 38% are male. The data was processed using JASP and Microsoft Excel. The results showed no correlation between SVA addiction and Sustained Attention, a positive correlation between SVA addiction and Academic Procrastination, and a negative correlation between Sustained Attention and Academic Procrastination.

**Keywords:** Short-form video application addiction, sustained attention, academic procrastination, college students

## 1. PREFACE

In the last few years, short-form video has been gaining popularity as a form of entertainment around the globe (Chen et al., 2022; Zhang et al., 2019). This can be seen from the large amount of short-form video application users such as TikTok, YouTube Shorts, and Instagram Reels. As of January 2023, the number of TikTok users was reported to have reached 1.05 billion with Indonesia in second place with 109.9 million users (Annur, 2023). YouTube Shorts gets 50 billion views every day (Wise, 2023b), and Instagram users, with more than 1.22 billion users per month, spend 17.6 million hours per day consuming Instagram Reels content (Santora, 2023; Wise, 2023a).

Short-form video applications (SVA) have a system that can continuously provide its users with content according to the users' preferences (Liu et al., 2021). However, this system has been found to increase the chance of addiction in SVA users. (Qin et al., 2022; Su et al., 2021; Zhang et al., 2019). This causes for concern because SVA addiction can be categorized as a sub-category of internet addiction that can negatively impact a person's well-being and adaptability (Liu et al., 2021; Zhang et al., 2019). Someone with SVA addiction was also found to have difficulties in maintaining their attention (Chen et al., 2022).

Internet use, especially for college students, is one of the most popular pastime and leisure activities (Gong et al., 2021; Tian et al., 2019). Reduced supervision and communication from family during college is one of the reasons for excessive internet use (Tian et al., 2019). Based on this statement, it is not unreasonable that Generalized Pathological Internet Use (GPIU) is more commonly found among college students (Tian et al., 2019). GPIU is excessive use of the internet which results in negative impacts on individuals. Those negative impacts are: (a) depression, (b) anxiety, (c) sleep disturbance, and (d) drug abuse which can negatively impact academic performance and psychological well-being (Tian et al., 2019). Internet addiction was also found to have a significant positive relationship with academic procrastination (Zhang et al., 2022).

## 2. RESEARCH METHOD

As the title would suggest, this research used the quantitative approach. Data was collected using an online survey that was distributed through social media such as Instagram, WhatsApp, and Line. There are three variables in this research which are (a) SVA addiction, (b) Sustained Attention, and (c) Academic Procrastination.

### Participants

Volunteers or participants in this research were 100 active college students aged 18 to 25 years who use SVAs such as TikTok, YouTube Shorts, and Instagram Reels, etc. Among 100 of them, 62 were females (62%) and 38 were males (38%).

**Table 1**

*Participants' Gender Statistics*

|        | Frequency | Percent |
|--------|-----------|---------|
| Male   | 38        | 38.0    |
| Female | 62        | 62.0    |
| Total  | 100       | 100.0   |

### Measures

There are three different measurement tools used in this research, one for each variable. SVA addiction was measured using the Indonesian Online Game Addiction Questionnaire which consists of a screening test and seven questions that use a 5-point Likert Scale (Jap et al., 2013). The original measurement tool has a good reliability score ( $\alpha = 0.73$ ) and item validity ( $r = 0.29-0.55$ ). This scale was then adapted to measure SVA addiction instead of online game addiction. The adapted version showed good reliability score ( $\alpha = 0.83$ ) and good item-total correlation ( $r = 0.59-0.77$ ).

Sustained Attention (SA) was measured using the Attentional Control Scale (Fajkowska & Derryberry, 2010). This scale has a good reliability score ( $\alpha = 0.88$ ) and good test-retest reliability coefficients ( $0.45-0.73$ ). This scale has 20 questions that use a 5-point Likert Scale. This scale was then adapted into Indonesian, and from the original 20 items, only 8 items were used. Those 8 items were chosen because their test-retest coefficients are equal to or above 0.60. The adapted version showed good reliability score ( $\alpha = 0.78$ ) and good item-total correlation ( $r = 0.48-0.70$ ).

Lastly, Academic Procrastination (AP) was measured using the Academic Procrastination Scale, which consists of 25 questions that use a 5-point Likert Scale. This scale has a good item-total correlation validity (0.41–0.73) and a great reliability score ( $\alpha = 0.93$ ). This scale was adapted into Indonesian, which was originally made in English. The adapted version of the scale showed really good reliability score ( $\alpha = 0.91$ ) and decent item-total correlation ( $r = 0.21$ – $0.76$ ). Unfortunately, one of the item showed a bad item-total correlation ( $r = -0.026$ , sig. = 0.79).

### 3. RESULT AND DISCUSSION

This research aims to find out if there is a correlation between SVA addiction, SA, and AP. The data was analyzed and processed using JASP and Microsoft Excel. Negative items were recoded before we processed the data even further. After recoding, reliability and validity tests were performed. The results can be seen in the previous chapter or in the table below.

**Table 2**  
*Original and Adapted Scales' Reliability and Validity*

| Scale  |                          | Original  | Adapted   |
|--|--------------------------|-----------|-----------|
| Indonesian Online Game Addiction Questionnaire | Reliability ( $\alpha$ ) | 0.73      | 0.83      |
|  | Validity (r)             | 0.29–0.55 | 0.59–0.77 |
| Attentional Control Scale                      | Reliability ( $\alpha$ ) | 0.88      | 0.78      |
|  | Validity (r)             | 0.45–0.73 | 0.48–0.70 |
| Academic Procrastination Scale                 | Reliability ( $\alpha$ ) | 0.93      | 0.91      |
|  | Validity (r)             | 0.41–0.73 | 0.21–0.76 |

Our findings showed no correlation between SVA addiction and SA ( $r = -0.124$ , sig. 0.220). However, we found a positive correlation between SVA addiction and AP ( $r = 0.483$ , sig. < 0.001) and a negative correlation between SA and AP ( $r = -0.469$ , sig. < 0.001).

**Table 3**  
*Correlation Analysis between SVA Addiction, SA, and AP*

| Variable      |             | SVA Addiction | SA     | AP |
|---------------|-------------|---------------|--------|----|
| SVA Addiction | Pearson's r | -             |        |    |
|               | Sig.        | -             |        |    |
| SA            | Pearson's r | -0.124        | -      |    |
|               | Sig.        | 0.220         | -      |    |
| AP            | Pearson's r | 0.483         | -0.469 | -  |
|               | Sig.        | < .001        | < .001 | -  |

This means that people who are addicted to SVAs are more likely to procrastinate academically. This finding is similar to prior research that found a correlation between internet addiction and academic procrastination (Zhang et al., 2022). Also, this finding shows that people who procrastinate academically tend to have lower abilities in sustaining their attention.

#### 4. CONCLUSIONS AND RECOMMENDATIONS

From the results, we found that there is no correlation between SA and SVA addiction ( $r = -0.124$ ,  $\text{sig.} = 0.220$ ), which is not in line with prior research that found a correlation between said variables (Chen et al., 2022). This is probably due to a difference in the measuring instrument used for SA. In that research, SA was measured with a task instead of a self-report survey. Fortunately, there is a correlation between SVA addiction and AP ( $r = 0.483$ ,  $\text{sig.} < .001$ ), which is in line with Zhang's (2022) research about internet addiction and academic procrastination. It is also found that there is a negative correlation between SA and AP ( $r = -0.469$ ,  $\text{sig.} < .001$ ).

We hope that this research can become a reference for future research. We also hope that this study can fill the gap in research on the same topic, especially in Indonesia. Other than that, we hope the readers and the general public, especially college students, become aware of the consequences of SVA addiction.

For further research, tasks are recommended to measure SA instead of self-report surveys. We also recommend future research to get more samples and samples from different age groups that still have academic responsibilities. Lastly, we recommend future research to do more tests and analysis on the data, which this research failed to do due to time constraints.

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