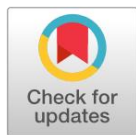


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## Voices Behind the Screen: A Narrative Inquiry into Short Video Addiction and Academic Procrastination Among Muslim Students in Yogyakarta

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### ABSTRACT

**Background.** High engagement in short video viewing among students can negatively impact academic activities, leading to increased academic procrastination. This tendency is exacerbated when students have low self-awareness.

**Purpose.** This study aimed to analyze the effect of short video addiction on academic procrastination among high school students in Yogyakarta, with self-awareness serving as a moderating variable. Understanding this relationship is important for developing strategies to reduce academic procrastination and improve students' academic performance.

**Method.** This quantitative study employed a cross-sectional design. Data were collected using validated psychological scales measuring short video addiction, academic procrastination, and self-awareness. The sample consisted of 309 high school students. Data analysis was conducted using factor analysis via SmartPLS 3.0.

**Results.** The hypothesis test revealed that short video addiction positively affected academic procrastination, explaining 53.7% of the variance. Self-awareness negatively affected academic procrastination, accounting for 32.1% of the variance. Meanwhile, self-awareness was not statistically proven to moderate the effect of short video addiction on academic procrastination, because the p-values were  $0.066 > 0.05$ .

**Conclusion.** Higher short video addiction was associated with higher levels of academic procrastination, while higher self-awareness was associated with lower levels of academic procrastination. However, self-awareness does not play an effective role in moderating the effect of short video addiction on academic procrastination.

### KEYWORDS

Academic Procrastination, High School Students, Self-Awareness, Short Video Addiction.

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### INTRODUCTION

As short video platforms on social media continue to grow rapidly, watching short videos has become an inseparable part of teenagers' daily lives. In Indonesia, the proportion of internet users who engage with short videos reaches 85.3% (Ulwany, 2024). The breakdown of respondents involved is 3.4% under 15 years old, 88.2% aged 15-44 years old, and 8.3% over 44 years old. The many short video apps like YouTube and TikTok have

attracted public attention lately. YouTube has become the most popular social media platform for adults, while TikTok is gaining global momentum and has replaced Facebook as the most downloaded app in the world. (N. Zhang et al., 2023).

Short videos on various social media platforms are highly engaging, leading many to spend hours a day watching them. The GNFI Betch 7 survey found that 39.2% of respondents spent more than 2 hours per day, 40.7% spent 1-2 hours per day, and 20.1% spent less than 1 hour per day. Meanwhile, 48.5% used TikTok, 23.5% YouTube, 23% Instagram, and 4.9% other apps (Ulwany, 2024). Meanwhile, the content enjoyed was 42.16% entertainment, 18.63% education, 8.33% music, 7.35% tutorials, and the rest was other. From this data it is very clear that the majority of people watch short videos for entertainment and enjoyment only. If a person's viewing intensity is high, it can lead to addiction. Addiction has symptoms like addiction in general, namely: it interferes with their activities such as decreased performance, inefficient learning due to poor time management and unstable emotions. (Olasina & Kheswa, 2021).

Several studies report that short video fans generally watch excessively, even finding it difficult to break the habit. Fans find it difficult to break free from this habit, and even find it difficult to avoid it. Some teenagers say that even though they are aware of the negative impacts of watching short videos, they are unable to stop. This is because they find it easy to use, including the impact of the algorithm that constantly offers them. (N. Zhang et al., 2023). One of the consequences of watching too many short videos is that it reduces the quality of their sleep (Zhao & Kou, 2024). In addition, addiction to short videos can have a negative impact on students' motivation and learning ability, leading to a decrease in academic aspirations (Mo et al., 2020) and avoidance behavior in learning which is often called academic procrastination behavior (J. Yang et al., 2022).

Academic procrastination behavior is a habit or always delaying the completion of academic tasks or work, which causes a student to always feel worried so that his/her academics have problems. At times, academic procrastination can result in major losses, both in terms of time and finances, such as failure in exams (Yağan, 2022). One of the causes of severe academic procrastination is addiction to watching short videos (Xie et al., 2023). Academic procrastination behavior can be viewed as a failure of self-awareness that manifests in the process of a student utilizing and maintaining thoughts, feelings, and behaviors to achieve personal goals (Shaked & Altarac, 2022).

## Literature Review

### Short Video Addiction

In this digital era and the rapid development of technology, almost all aspects of life are intertwined with digital devices. This phenomenon has an impact on increasingly complex interactions between humans (J. Ye et al., 2025). The development of social media platforms that present short videos has made fans addicted. Short-form videos are short clips that summarize various activities in a matter of seconds to a few minutes (N. Zhang et al., 2023). With nearly all social media platforms offering the ability to watch short videos, this has increased teens' curiosity about using them. With the ease of accessing and using this platform, it causes teenagers to become increasingly addicted and find it difficult to get away from this facility platform (Zhao & Kou, 2024).

Signs of addiction appear when they cannot access short video platforms, just like people who are withdrawing from narcotics. Therefore, addiction can be defined as an individual's inability to stop using the substance (despite the desire to do so) and the excessive time spent with the addictive

substance (Weijun et al., 2022). Similarly, behavioral addiction can be defined as someone who experiences similar behaviors and habits towards digital devices, digital games, and digital environments, despite not physically using any substances (Chen et al., 2023). There are many types of behavioral addictions such as internet addiction, gambling, social media, smartphones, and digital games. Behavioral addiction is one of the major risk factors for psychological health (X. Zhang et al., 2019). Furthermore, it is reported that people who are addicted to the internet, such as those addicted to short videos, often have disturbed personalities. They exhibit symptoms such as low responsibility, frequently neglecting tasks, and even poor relationships with others.

### **Self-awareness**

Self-awareness is defined as the ability of a person to clearly see themselves. Self-awareness consists of two parts, namely internal and external. The internal part includes emotional expressions that can be seen through the way of thinking, interests and desires, beliefs, such as the values that are adhered to so that they become a personality that is visible in one's lifestyle. Meanwhile, the external self-awareness section includes a person's interpretation of their appearance and behavior. External self-awareness also includes social aspects such as how to evaluate other people's image of oneself so that one can improve oneself, and also how to interpret relationships with other people, so that all actions taken contain sensitivity towards other people. (London et al., 2022).

Self-awareness is also related to the way we think and view ourselves, so that we are truly aware of ourselves, deal with this awareness, and then utilize it when behaving and interacting with others. So, self-awareness includes the process of thinking, self-introspection, self-evaluation, and self-improvement. (Carden et al., 2022). A person with good self-awareness will have self-awareness and focus on all types of stimuli related to themselves, including academic problems.

### **Academic procrastination behavior**

In this contemporary era, academic procrastination behavior has become something that is difficult for students to avoid. Academic procrastination is a behavior characterized by the habit of repeatedly postponing tasks past the specified time, whether it is schoolwork or homework related to academics. Rad et al., (2025) emphasized that academic procrastination is the habit of deliberately delaying completing mandatory tasks. As a result of the habit of delaying completing assignments, students will often experience difficulties in completing their studies. Someone who voluntarily delays completing their assignments will have a negative impact on their academic achievement (Zhao & Kou, 2024).

The habit of postponing academic tasks among students causes poor academic results so that their graduation is also delayed. The subsequent impacts experienced by those who postpone academic assignments are anxiety, confusion and difficulty organizing themselves, especially time management. According to experts, academic procrastinators will have low self-confidence, negative thoughts about learning, poor sleep quality, so that their mental health is unhealthy, to the point of experiencing depression. After observing these negative impacts, research on academic procrastination becomes very important and requires intervention so that it does not occur frequently in the next generation (Rad et al., 2025).

According to Ferrari, academic procrastination behavior has a complex structure, including cognitive, emotional, and conative dimensions. Meanwhile, according to Van Erdee, the factors that can influence academic procrastination behavior are categorized into: demographic and cognitive factors (e.g., age, gender, standardized test results), personal factors (e.g., anxiety, pessimism, neurosis, work commitment), self-perception factors (e.g., self-esteem, self-efficacy), motivational factors (e.g., fear of failure, perfectionism, self-inhibition), affective factors (e.g., situational anxiety

including test anxiety, depression, and bad mood), and performance-related factors (e.g., time spent completing assignments, deadlines, course grades, overall academic average) (Yağan, 2022).

Considering the many negative effects of academic procrastination, it is necessary to try several treatments so that this behavior can be reduced. In other studies, it has also been revealed that academic procrastination behavior is closely related to self-esteem, self-regulation, and self-efficacy (Salguero-Pazos & Reyes-de-Cózar, 2023), and this finding is also agreed with the findings of Zacks and Hen (Zacks & Hen, 2018). Meanwhile, according to Azzahra's research results, academic procrastination behavior can be minimized by increasing self-awareness in the perpetrators (Azzahra & Affandi, 2024). The results of Azzahra's research are strengthened by other studies, namely Choi et al. (Choi et al., 2016) and Purwanti which state that academic procrastination behavior is related to self-awareness (Purwanti et al., 2022). This study aims to measure the effect of short video addiction and self-awareness on academic procrastination behavior directly. In addition, this study also aims to measure whether self-awareness can function as a moderator between short video addiction and academic procrastination behavior, which has rarely been studied by previous researchers.

### Research Model and Hypothesis

From the description above, a research model can be formulated as in Figure 1.

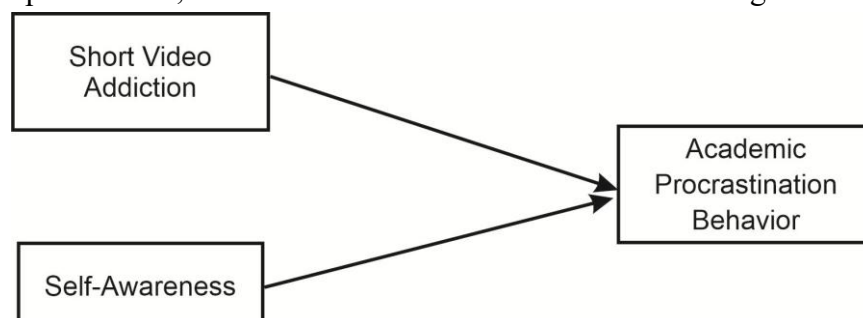


Figure 1. Research model

From Figure 1 above, the following research hypotheses can be formulated:

- H1. Short video addiction can significantly increase academic procrastination behavior in high school students in Yogyakarta.
- H2. Self-awareness can significantly reduce academic procrastination behavior in high school students in Yogyakarta.
- H3. Self-awareness can significantly moderate the influence of short video addiction on academic procrastination behavior in high school students in Yogyakarta.

## RESEARCH METHODOLOGY

### Research design

This research is a quantitative study with a cross-sectional approach (Dai et al., 2023). Cross-sectional research is a research method used to identify or trace the factors or reasons behind events that have occurred in research subjects. The variables in this study are endogenous variables (academic procrastination), exogenous variables (short video addiction) and self-awareness as an exogenous variable as well as a moderating variable.

### Subject

The research subjects included students at Senior High Schools (SMA), Vocational High Schools (SMK), and Madrasah Aliyah (MA) in the Special Region of Yogyakarta. The research subjects were 309 people who were randomly selected from three schools, including Senior High

Schools in three districts, namely Bantul Regency, Yogyakarta City, and Sleman Regency. The number of subjects was considered sufficient to conduct Structural Equation Modeling analysis using SmartPLS (Hair et al., 2022)

### **Instrument**

Data collection was carried out using a questionnaire sheet, which consisted of: The academic procrastination scale was adapted from The Active Procrastination Scale (Martín-Antón et al., 2023) which consists of four domains including: (a) satisfaction with results, (b) preference for pressure, (c) deliberate decisions, and (d) ability to meet deadlines. This scale contains eight items.

The short video addiction scale was adapted from the Short Video Flow Scale (SVFS) conducted by Nuri Türk and Oğuzhan Yıldırım (Türk & Yıldırım, 2024) which consists of two domains: watching and enjoying short videos. This scale contains eight items.

The Self-Awareness Scale is adapted from the situational self-awareness scale (SSAS) conducted by L. Auzoult which consists of three aspects, namely: private self-awareness, public self-awareness, and surroundings (Auzoult, 2013). The number of questions on this scale is nine items.

### **Validity dan reliability**

The validity and reliability of the instrument were tested through construct tests including convergent validity and discriminant validity based on the outer model values. The validity test mechanism for convergent validity is to take into account the factor values of each indicator. The validity value of the indicator is determined by the Average Variance Extracted (AVE) value, namely if  $> 0.5$  it is declared valid. Meanwhile, discriminant validity is determined by comparing the Average Variance Extracted (AVE) root correlation values of each construct. If the root mean correlation value of a construct is greater than that of another construct, the construct is considered to have good discriminant validity (Ghozali & Latan, 2016; Hair et al., 2022).

Meanwhile, to see the reliability of the instrument used, we look at the Cronbach Alpha value and the composite reliability value. The criteria for a test to be reliable are those that have a Cronbach Alpha value and a composite reliability value  $> 0.7$  (Ghozali & Latan, 2016; Hair et al., 2022).

### **Data analysis**

To test the research hypothesis, it was analyzed using multivariate statistics, which is a statistical method used to evaluate the influence of variables simultaneously. The test used is Structural Equation Modeling (SEM), with Smart Partial Least Squares (SmartPLS 3.0) software. There are two sub-models for measurements in PLS-SEM, including the outer model and inner model (Hair et al., 2022). SmartPLS is a powerful application, because it has an attractive appearance and also a high level of accuracy (Handalani & Soesanto, 2022)

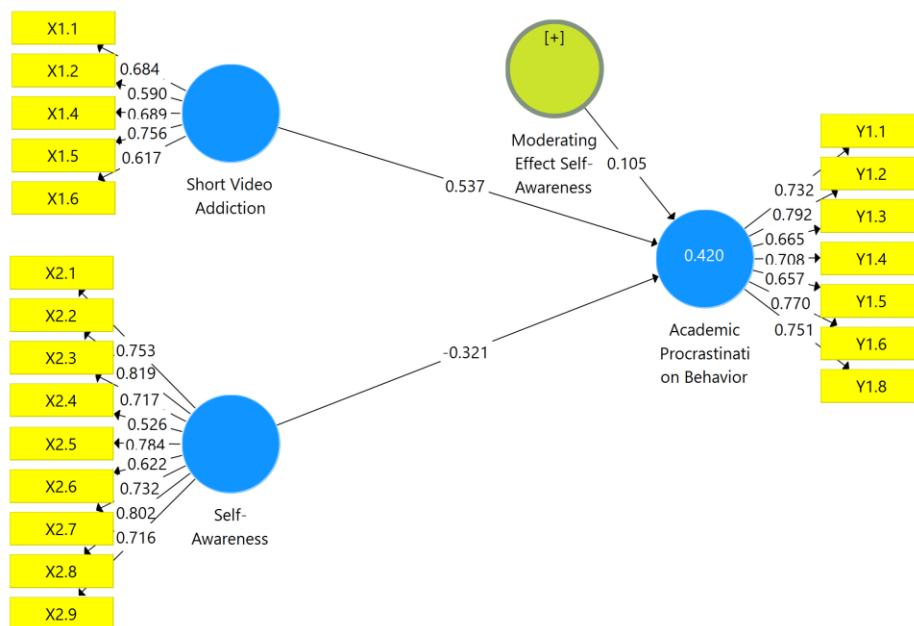
The outer model is used to see whether the data obtained is valid and reliable, so that it is worthy of continuing the hypothesis analysis. Validity and reliability standards, following the opinion of Hair et al. as stipulated in the analysis of instrument validity mentioned previously. Meanwhile, the values in the inner model are used to determine the magnitude of the influence between variables as stated in the hypothesis (Hair et al., 2022).

**RESULT AND DISCUSSION**

**RESULT**

**Test of the Outer Model**

The following presents the results of the outer model from SmartPLS 3.1 for testing the research instrument to determine the validity and reliability of the instrument.



**Figure 2.** Output of PLS Algorithm

**Tests of convergent validity**

The PLS algorithm output in Figure 2 represents the final analysis of all items in both the convergent validity and reliability tests. There are several items that were forced to be dropped, because they have low outer loading values, including X1.3, X1.7, X1.8 and Y1.7. After that, another analysis was carried out and produced an outer loading that met the criteria.

**Table 1.** Factor Loadings

Variable	The Score Ranges from Factor Loadings	Creteria
Academic Procrastination	0,657 - 0,792	Valid
Short Video Addiction	0,590 - 0,756	Valid
Self-Awareness	0,526 - 0,819	Valid

Table 1 shows the outer loading value of each item > 0.5 so that it meets the criteria for a valid item. Academic Procrastination consists of 7 items declared valid, the Short Video Addiction scale consists of 5 items declared valid, and the Self-Awareness scale consists of 9 items declared valid.

**Table 2.** Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)	Creteria
Academic Procrastination	0,528	Valid
Short Video Addiction	0,521	Valid
Self-Awareness	0,525	Valid

Table 2 shows the Average Variance Extracted (AVE) value of the constructs, namely Academic Procrastination, Short Video Addiction, and Self-Awareness > 0.5, thus meeting the convergent validity criteria.

**Test of the discriminant validity**

The results of the discriminant validity test of the constructs Academic Procrastination, Short Video Addiction, and Self-Awareness are presented in Table 3.

Table 3. Discriminant Validity

	Academic Procrastination	Short Video Addiction	Self-Awareness
Academic Procrastination	0.726		
Short Video Addiction	0.573	0.670	
Self-Awareness	-0,339	-0.109	0.742

Table 3 shows that the comparison of the root correlation values of the Average Variance Extracted (AVE) Academic for each construct is greater than the other constructs, so it is concluded that it meets the Discriminant Validity criteria.

**Reliability**

The results of the construct reliability test indicated by composite reliability and Cronbach Alpha, d are presented in Table 4.

Table 4. Reliability at the Final Stage

	Cronbach Alpha	Composite Reliability	Criteria
Academic Procrastination	0.850	0.886	Reliable
Short Video Addiction	0.725	0.801	Reliable
Self-Awareness	0.887	0.907	Reliable

Table 4 shows the Cronbach alpha value of all constructs > 0.7 and the Composite Reliability of all constructs > 0.7, so it is concluded that all constructs in this study have met the reliability criteria.

**Tests of the inner model**

The following presents the results of the inner model test which aims to see how strong and accurate the proposed structural model is.

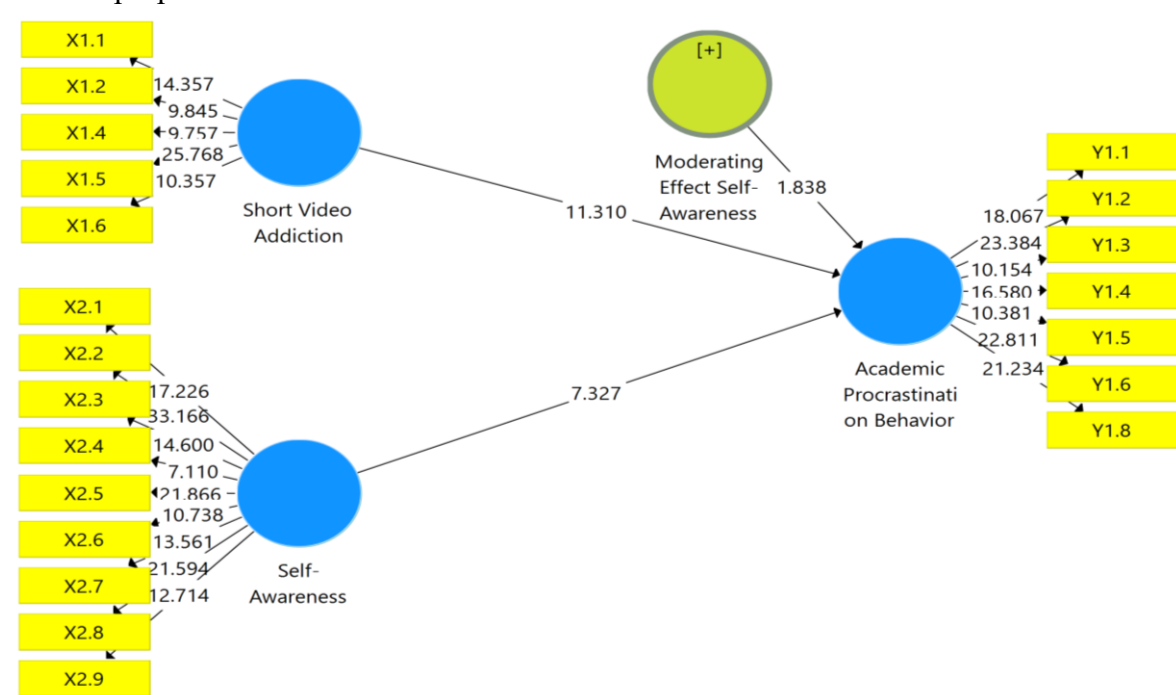


Figure 3. Output of inner model

Based on the inner model output in Figure 3, it is known that the influence of exogenous variables on endogenous variables is classified as moderate. Meanwhile, the overall model test

results were found to be very good with a Goodness of Fit (GoF) value of  $0.423 > 0.36$ . Complete results can be seen in table 5 below:

**Table 5.** Results of Analysis and  $R^2$ ,  $Q^2$  Values

Criteria	Rule of Thumb	Values	Description
Coefficient of determination ( $R^2$ )	0,67 (strong), 0,33 (moderate), and 0,19 (weak) (Ghozali & Latan, 2016)	0,420	Effect of exogenous variables on endogenous variables
Predictive relevance ( $Q^2$ )	$Q^2 > 0$ (good predictive relevance), $Q^2 < 0$ (Lack of model predictive relevance)	0.216	Reliable
Effect size ( $f^2$ )	Effect size ( $f^2$ ) $> 0,015$ indicates good effect size ( $f^2$ ) from exogenous variables toward endogenous variables	Short Video Addiction toward Academic Procrastination = 0.492 Self-Awareness toward Academic Procrastination = 0.158	Effect of exogenous variables on endogenous variables
Goodness of fit (GoF)	Criteria of GoF namely 0,10 (GoF weak), 0,25 (GoF moderate), and 0,36 (GoF strong) (Ghozali & Latan, 2016)	0.432	GoF strong

### Test of the hypothesis

The results of the hypothesis test that have been carried out, namely by paying attention to the probability value with a norm of  $p < 0.05$  and a t-statistic value  $> 1.96$ , are presented in table 6.

**Table 7.** Tests of Hypotheses

Effects of Variable	Original Sample	t-Statistics	p-Value	Criteria	Description
Short Video Addiction → Academic Procrastination Behavior	0.537	11.310	0.000	$p < 0,05$	Positive effect and very significant
Self-Awareness → Academic Procrastination Behavior	-0.321	7.327	0.000	$p < 0,05$	Negative effect and very significant
Moderating Effect Self-Awareness Short Video Addiction → Academic Procrastination Behavior	0.105	1.838	0.066	$p > 0,05$	Positif effect on the verge significant

Table 6 shows that the moderating effect of Self-Awareness on the influence of Short Video Addiction on Academic Procrastination is declared invalid. Meanwhile, the positive influence of Short Video Addiction on Academic Procrastination was declared valid and the negative influence of Self-Awareness on Academic Procrastination was also declared valid. These findings show that the higher the Short Video Addiction in students, the higher the Academic Procrastination and the higher the Self-Awareness, the lower the Academic Procrastination they do.

### DISCUSSION

As mentioned in the previous section, this study is a study that measures the influence of short video addiction on academic procrastination and self-awareness on academic procrastination as well as the moderating influence of self-awareness on academic procrastination. In detail, the influence between variables and moderating variables is described in the following section:

### **The Influence of Short Video Addiction on Academic Procrastination**

Referring to table 6, it is known that short video addiction has a positive effect on academic procrastination. The magnitude of the positive influence of short video addiction on academic procrastination can be seen from the original sample value of 0.537, the t-statistic value of 11.31 > 1.96 and the p-value of 0.000 < 0.05, which means that the higher the short video addiction in high school students, the higher their academic procrastination. The original sample value shows that short video addiction contributed 53.7% to the increase in academic procrastination in high school students in Yogyakarta.

A person who is infected with short video addiction usually experiences a greater attention deficit when watching short videos, and experiences impaired attention concentration due to impaired information processing (Chen et al., 2023). Likewise, they usually have less stable emotions, because of their desire to indulge in watching short videos, which also results in poor sleep quality, and results in difficulty concentrating, ultimately delaying their academic activities (Zhao & Kou, 2024).

Short video addiction causes significant behavioral dysregulation or attention deficits, and subsequently leads to difficulties in interpersonal relationships, academic performance, and/or work adaptation. The negative impact is particularly felt among high school students (J. Ye et al., 2025), addiction to watching short videos is associated with the concept of flow. Flow refers to a state of being immersed in an experience so that one can be fully engaged in an activity. Energetic, surprising, and entertaining short video content can make individuals experience flow so intensely that someone is hypnotized and immersed in it, leaving their academic activities behind (Türk & Yıldırım, 2024).

A student who has a high short video addiction usually has poor time management because of his negative self-control. As a result of people who have poor time management, their productivity is also negative, including that related to their academic productivity (Y. Yang, 2024). The results of this study prove that short video addiction is an important matter for all parties to pay attention to, because it has a very significant impact, especially for students. A student who is exposed to short video addiction usually avoids academic obligations intentionally and without feeling guilty (Shi et al., 2026), indicating low learning motivation (Nong et al., 2023; J.-H. Ye et al., 2022), so that the final impact will be low achievement (Gong & Tao, 2024).

### **The Influence of Self-Awareness on Academic Procrastination**

Referring to table 6, it is known that self-awareness has a negative effect on academic procrastination behavior. The magnitude of the positive influence of self-awareness on academic procrastination can be seen from the original sample value of -0.321, the t-statistic value of 7.327 > 1.96 and the p-value of 0.000 < 0.05, which means that the higher the self-awareness in high school students, the lower their academic procrastination behavior. The original sample value shows that short video addiction contributed 32.1% to the decrease in academic procrastination in high school students in Yogyakarta.

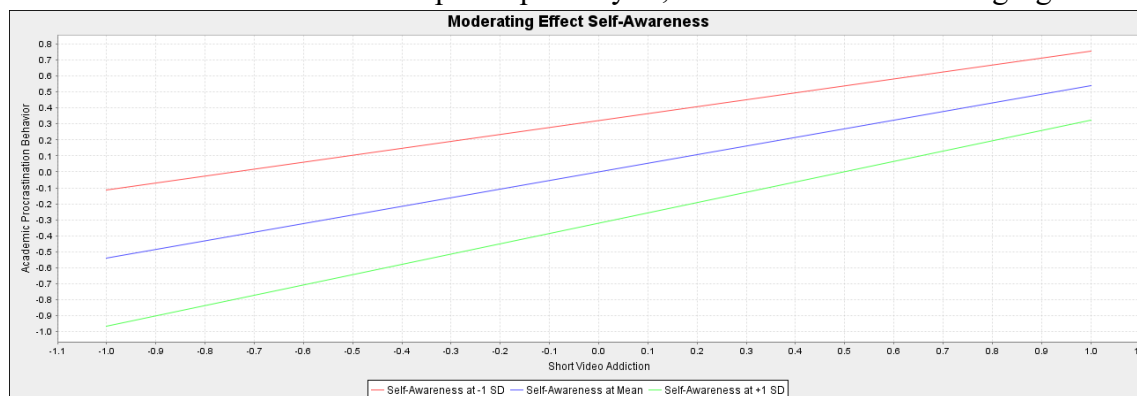
Yağan's research specifically explains that someone who has metacognitive awareness will avoid academic procrastination behavior (Yağan, 2022). In particular, research on self-awareness shows that people with good self-awareness will be aware of their momentary conditions in pursuing set goals. This goal monitoring, in turn, is a prerequisite for detecting differences between the current state and the ideal goal state. Therefore, people with good self-awareness will have good problem-solving skills, so they can solve their problems and avoid academic procrastination (Kreibich et al., 2022).

The psychological dynamics of a person with positive self-awareness can reduce academic procrastination behavior because they have self-awareness, high motivation to pursue their goals, so they have good coping in overcoming fatigue in studying (Purwanti et al., 2022). People with academic procrastination behavior are characterized by the characteristics of not having a practical plan and strategy for living their days, being unable to determine the priority scale of things to be done, so that they live their daily lives inefficiently, including in their academic life (Salguero-Pazos & Reyes-de-Cózar, 2023).

The results of research by Azzahra and Affandi (2024) stated that academic procrastination behavior is related to a person's self-awareness, as is the research by Rahayu et al. This resulted in findings that academic procrastination behavior is related to learning awareness and self-management which is very closely related to self-awareness (Rahayu et al., 2024). Therefore, a student who has low self-awareness does not have the self-awareness to complete his academic tasks and is also unable to manage his time so that academic work is often delayed.

### The moderating role of self-awareness on the influence of short video addiction on academic procrastination

Referring to Table 6, it is known that self-awareness does not act as a mediator in the influence of short video addiction on academic procrastination behavior. Self-awareness can be considered as a mediator that influences the influence of short video addiction on academic procrastination behavior because the t-statistic value of 1.838 and p-value of 0.066 are at the margin of borderline significance. To further understand the moderating role of self-awareness, we confirmed this with the results of a simple slope analysis, as shown in the following figure:



**Figure 4.** Simple Slope Analysis

The results of the simple slope analysis showed a moderation pattern that was in accordance with the hypothesis, where the positive relationship between short video addiction and academic procrastination behavior tended to weaken as self-awareness increased. The regression line is steepest at low levels of self-awareness (-1 SD) and flattest at high levels (+1 SD).

Although the interaction test showed a value of  $t = 1.838$ ,  $p = 0.066$  (margin of borderline significance), this moderation effect has not reached conventional statistical significance ( $p < 0.05$ ). However, considering the p-value very close to 0.05 and the consistent visual pattern, this finding can be interpreted as promising initial evidence that self-awareness acts as a protective factor that weakens the negative impact of short video addiction on academic procrastination. These findings need to be replicated in larger samples to confirm the strength of the moderation.

Self-awareness has a very strategic role in controlling short video addiction in students, so that with good self-awareness they will avoid short video addiction which will automatically also avoid academic procrastination behavior (Parmaksız, 2023).

## Research Limitations and Recommendations

This study has limitations, including the use of self-reporting instruments, so that subjects may not answer questions responsibly and correctly. The large number of questions in a questionnaire can also have a negative impact on the accuracy of participants' answers. Therefore, it is recommended to conduct similar studies with longitudinal designs and larger sample sizes in the future.

## CONCLUSION

Based on research results, academic procrastination behavior will increase along with increasing short video addiction in students. However, academic procrastination behavior will decrease if students' self-awareness increases. Meanwhile, self-awareness also acts as a protective factor that weakens the negative impact of short video addiction on academic procrastination behavior. This finding is important for schools/teachers and parents to always pay attention to whether their students or children are exposed to short video addiction. If schools/teachers or parents have seen indications that their students or children are exposed to short video addiction, it is very necessary to obtain serious treatment, such as therapy and so on. Schools/teachers and parents need to try to increase self-awareness in students or their children, for example through the learning process or training, so that by increasing self-awareness, they can reduce academic procrastination behavior in students or their children. Through such efforts, students or children will have academic awareness, increase their involvement in the educational process, so that their academic results or achievements will improve.

## DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work, the authors used ChatGPT (OpenAI) to assist with language refinement, grammar correction, and paragraph restructuring. After using this tool, the authors carefully reviewed, revised, and validated all content and take full responsibility for the final manuscript.

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## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Data curation; Investigation.

## DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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