



THE EFFECT OF MOTIVATION AND SOCIAL-MEDIA DISTRACTION ON THE PRODUCTIVITY OF FINAL-YEAR STUDENTS IN COMPLETING THEIR THESIS (A STUDY ON FINAL-YEAR MANAGEMENT STUDENTS OF THE 2022 COHORT AT UNIVERSITAS SILIWANGI)

Sela Rismanaya^{1*}, Putri Nur Fadillah²

^{1,2}Faculty of Economics and Business, Universitas Siliwangi, Tasikmalaya, Indonesia

^{*}223402110@student.unsil.ac.id

Abstract. Timely undergraduate thesis completion remains challenging in contexts where social media both enables and distracts academic work. This study examines how motivation and social-media distraction affect the productivity of final-year Management students (2022 cohort) at Universitas Siliwangi. A quantitative, causal associative design was employed. Data were collected via a structured Likert-scale (1–5) questionnaire from 77 respondents; instruments passed validity checks and showed satisfactory internal consistency (Cronbach's $\alpha \geq 0.70$). Analyses were conducted in SPSS v27, with instrument tests and classical assumption checks preceding regression-based hypothesis testing. Results indicate that motivation positively relates to student productivity, whereas social-media distraction exhibits a negative relationship. Descriptively, motivation, distraction, and productivity were each in the “good” category, and the overall explanatory power of the model was moderate. These findings suggest that strengthening self-regulation and goal setting while curbing non-instrumental social-media use can raise thesis productivity; at the program level, structured supervision and digital-hygiene guidance may help sustain focus and progress.

Keywords: Motivation; Social-Media Distraction; Productivity; Undergraduate Thesis; Indonesia.

1. Introduction

Productivity is one of the key indicators that reflects an individual's ability to utilize time, energy, and resources efficiently to achieve desired goals. In the context of higher education, productivity refers to a student's capacity to complete academic tasks effectively and on time, particularly in accomplishing a thesis as a graduation requirement. Recent empirical studies report that academic productivity among Gen-Z students is increasingly shaped by motivation, self-regulation, and digital behavior. (Deepa et al., 2022) demonstrated that frequent exposure to digital stimuli and social media creates attention fragmentation, which can hinder academic task completion unless students possess strong attention-control skills. (Koessmeier & Büttner, 2021) further explain that social-media distraction arises from both external cues (notifications) and internal impulses, making it especially challenging for Gen-Z students who are immersed in digital platforms. At the same time, contemporary research emphasizes that strong intrinsic motivation remains a key predictor of persistence and academic output, even in digital-distracting environments (Ramalinda et al., 2024). In line with these findings, a preliminary survey conducted in this study showed that 90 percent of students reported high motivation, yet 80 percent admitted experiencing frequent social-media distractions that disrupted their thesis progress. This contrast provides a critical basis for examining

The Effect of Motivation and Social-Media Distraction on the Productivity of Final-Year Students in Completing Their Thesis
(A Study on Final-Year Management Students of the 2022 Cohort at Universitas Siliwangi)

how motivational factors interact with digital-era challenges in shaping thesis-completion productivity.

Several factors are known to influence individual productivity. According to Busro (in Maulida, 2024), these factors include motivation, discipline, competence, leadership, and environmental conditions. Within the academic setting, these factors remain relevant because students function as human capital who must optimize their potential to achieve academic excellence. Among these factors, motivation serves as an internal driving force that fosters persistence and consistency toward achieving goals, whereas social media distraction represents an external factor that can diminish concentration and learning efficiency.

The excessive use of social media has become a prominent challenge among students. A study conducted by Abdillah et al., (2023) revealed that 45% of students experienced delays in completing their theses due to low motivation levels. Similarly, Ibrahim et al., (2022) found that excessive social media use decreases employees' focus and performance conditions that are also reflected in students. Maulida (2024) further reported that uncontrolled engagement with digital platforms, particularly entertainment-based social media, often leads to procrastination and extended thesis completion time.

A preliminary survey conducted among final-year Management students at Universitas Siliwangi (class of 2022) supports this phenomenon. The data showed that although 90% of students possessed high motivation and 85% had set personal targets for completing their theses, 80% admitted to frequently accessing social media while working on their theses, 75% experienced task delays due to distractions, and 80% felt that their productivity had declined. Interestingly, 100% of respondents acknowledged that social media also provided benefits in finding references. These findings illustrate a performance gap students have high motivation yet struggle to maintain consistent productivity due to external distractions.

Theoretically, motivation is defined as an internal or external force that drives individuals to achieve specific goals (Ryan & Deci, 1985). Based on Self-Determination Theory, motivation consists of intrinsic motivation arising from personal satisfaction and extrinsic motivation stemming from external factors such as family encouragement or academic obligations. In the academic context, motivation plays a crucial role in helping students stay focused, manage time effectively, and persist through challenges while completing their theses. According to Expectancy Theory (Vroom, 1964), individuals are motivated when they believe that effort leads to desirable performance and valued outcomes. Goal-Setting Theory (Locke & Latham, 2006) also emphasizes that clear and challenging goals can enhance persistence and productivity. Empirical studies conducted by Ramalinda et al., (2024) and Bassang & Sappan (2023) found that both intrinsic and extrinsic motivation have a positive and significant effect on productivity.

Conversely, social media distraction is a state in which an individual's attention shifts from primary academic tasks to online activities. Koessmeier and Büttner (2021) describe this distraction as being triggered by external cues such as notifications or internal impulses like curiosity or emotional dependence on digital interactions. From a psychological perspective, Self-Regulation Theory (Baumeister & Vohs, 2007) explains that distraction arises when individuals fail to control impulses, making it difficult to maintain attention. Temporal Motivation Theory (Steel & König, 2006) adds that individuals tend to prioritize short-term rewards such as entertainment from social media

The Effect of Motivation and Social-Media Distraction on the Productivity of Final-Year Students in Completing Their Thesis
(A Study on Final-Year Management Students of the 2022 Cohort at Universitas Siliwangi)

over long-term goals, such as completing a thesis. Empirical findings reinforce these theoretical perspectives. Awahatillah et al., (2025) found that excessive TikTok use reduced students' concentration and increased procrastination. Conversely, Bu'ulolo & Hulu (2025) reported that moderate social media use can enhance productivity when employed for academic purposes such as collaboration and information gathering. These mixed results indicate that the impact of social media depends on both its intensity and purpose of use. In the academic context, strong self-regulation is therefore essential to prevent excessive distraction that could hinder progress. Based on the theoretical and empirical findings, both motivation and social media distraction play crucial roles in determining students' productivity. Motivation acts as an internal enabler that enhances focus and perseverance, while social media distraction functions as an external inhibitor that can reduce concentration and time efficiency. Therefore, this study aims to analyze the influence of motivation and social media distraction on the productivity of final-year students in completing their theses. The hypotheses proposed are as follows:

1. Motivation has a positive and significant effect on students' productivity in completing their theses.
2. Social media distraction has a negative and significant effect on students' productivity in completing their theses.
3. Motivation and social media distraction simultaneously have a significant effect on students' productivity in completing their theses.

2. Research Methods

This study employed a quantitative approach with a causal-associative design to examine the influence of motivation and social media distraction on student productivity in completing their theses. This method enables the identification of cause-and-effect relationships through objective statistical testing. Multiple linear regression was used instead of Structural Equation Modeling (SEM) because the model includes only two independent variables, does not involve latent constructs, and the sample size of 77 respondents does not meet the larger requirements typically recommended for SEM. Thus, multiple regression using SPSS Version 25 was deemed the most appropriate analytical technique. The research object consisted of final-year Management students from the Faculty of Economics and Business, Universitas Siliwangi, class of 2022, who were selected because they are actively engaged in the thesis-writing process and commonly experience challenges related to sustaining motivation and avoiding digital distractions. To enhance clarity and ensure proper traceability of the research instrument, the indicators for each variable used in this study are summarized in the following table.

Table 1. Indicators of Research Variables

Variable	Dimension	Indicators
Motivation (X_1)	Intrinsic Motivation	– Desire to complete the thesis
		– Interest in the research topic
		– Satisfaction with thesis progress
	Extrinsic Motivation	– Support from family/supervisors
		– Expectations regarding final outcomes (GPA/on-time graduation)
		– Supportive learning environment

The Effect of Motivation and Social-Media Distraction on the Productivity of Final-Year Students in Completing Their Thesis
(A Study on Final-Year Management Students of the 2022 Cohort at Universitas Siliwangi)

Variable	Dimension	Indicators
Social Media Distraction (X₂)	Usage Frequency	– Frequency of accessing social media during study
		– Excessive duration of social media use
	Focus Disruption	– Notification disturbances
		– Shift of attention to entertainment content
		– Difficulty regaining focus after distraction
Student Productivity (Y)	Effectiveness	– Accuracy in completing thesis sections
		– Quality of written output
	Efficiency	– Time management during thesis completion
		– Adherence to daily/weekly work plans
	Timeliness	– Achievement of supervision targets
		– Completion of thesis according to academic timeline

The sample was obtained using purposive sampling, with respondents being students currently working on their theses. The sample size was calculated using the Slovin formula with a 10 percent margin of error. With a population of 280 final-year students, the minimum required sample was 74 respondents.

$$n = \frac{280}{1+280(0,10)^2} \quad n = \frac{280}{1+280 (0,01)}$$

$$n = \frac{280}{3,8} \quad n = 73,6 \text{ atau } 74$$

The final sample of 77 exceeds this threshold, indicating that the sample is adequate. This sample represents 27.5 percent of the population, calculated as $(77 \div 280) \times 100$ percent, which falls within the commonly accepted 10–30 percent range used in social research. Furthermore, the sample size meets the minimum requirement for multiple regression analysis and satisfies the “five respondents per item” guideline for a 15-item instrument. These considerations confirm that the sample is statistically sufficient and ensures replicability.

Data were collected through an online questionnaire using a 5-point Likert scale. Each construct was measured using previously validated scales that were adapted to the context of undergraduate thesis completion. The motivation items were adapted from the Academic Motivation Scale based on Self-Determination Theory (Ryan & Deci, 1985) and from indicators used by (Ramalinda et al., 2024.). Social-media distraction was measured using items adapted from (Koessmeier & Büttner, 2021), which capture attention shifts, notification-driven interruptions, and repeated checking behavior. Student productivity was measured using indicators adapted from (Jalal et al., 2023), who defined academic productivity in terms of output consistency, time allocation, task completion, and sustained engagement in scholarly activities. These indicators were adjusted to the thesis-writing context by focusing on consistency of thesis progress, time management, completion of thesis components, and the ability to maintain academic focus throughout the writing process.

The Effect of Motivation and Social-Media Distraction on the Productivity of Final-Year Students in Completing Their Thesis
(A Study on Final-Year Management Students of the 2022 Cohort at Universitas Siliwangi)

Data analysis included instrument testing (validity and reliability), classical assumption testing (normality, multicollinearity, and heteroscedasticity), and hypothesis testing using multiple linear regression analysis with the help of SPSS version 27. The t-test was used to assess the partial effects, the F-test to examine simultaneous effects, and the coefficient of determination (R^2) to measure the explanatory power of the independent variables on student productivity.

3. Results and Discussion

Descriptive Analysis

Descriptive results show 77 respondents, the majority of whom were female (66%) and aged 21–23 (83%). The highest duration of device use was in the range of 3–4 hours per day (38%), followed by more than 6 hours (25%), indicating the potential for digital distraction. Student motivation levels were considered good, with the strongest indicator being the ability to set targets for completing the thesis on time, while learning consistency was the weakest aspect, although still in the good category. Social media distractions were also considered good, although the tendency to procrastinate and a feeling of "addiction" were still quite pronounced. Productivity was also at a good level, mainly due to a regular work schedule, although focus without social media distractions still needs to be strengthened.

Validity and Reliability Test

Data quality testing was conducted to ensure the validity and reliability of the questionnaire. The validity test used the r-table criterion of 0.2242 at a 5% significance level. The results showed that all 15 statement items for the variables of motivation, social media distraction, and productivity had r-values exceeding r-table and sig. <0.005. Thus, all questionnaire items were declared valid.

Table 2. Reliability Test

Statistics	Value	Number of Items
Cronbach's Alpha (X_1)	0.754	5
Cronbach Alpha (X_2)	0.881	5
Cronbach Alpha (Y)	0.843	5

Source: processed primary data

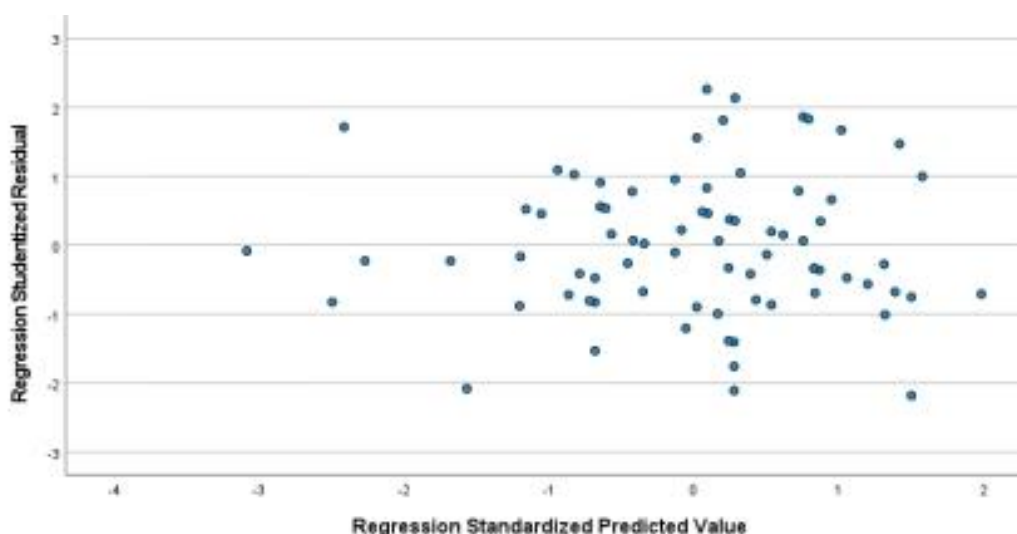
Based on the results of the reliability test using the Cronbach's Alpha method, all variables in this study (Motivation, Social Media Distraction, and Productivity) were declared reliable. The Cronbach's Alpha value for motivation was 0.754, for Social Media Distraction was 0.881, and for Productivity was 0.843. Since all Cronbach's Alpha values were greater than 0.70, it can be concluded that the questionnaire instrument has high internal consistency and is reliable for use as a research data collection tool. These results complement the previous validity test, so that the research instrument has been proven valid and reliable.

Classical Assumption Test

Classical assumption testing was conducted to verify the feasibility of the regression model used. The results of the Kolmogorov-Smirnov Normality test showed

The Effect of Motivation and Social-Media Distraction on the Productivity of Final-Year Students in Completing Their Thesis
(A Study on Final-Year Management Students of the 2022 Cohort at Universitas Siliwangi)

an Asymp. Sig. (2-tailed) value of 0.200 (greater than 0.05), which means the residuals are normally distributed. Furthermore, for the multicollinearity test, the VIF (Variance Inflation Factor) value for both variables was 1.012 (less than 10) and the Tolerance value was 0.989 (greater than 0.1), which indicated the model was free from multicollinearity. Finally, the results of the Glejser Test for Heteroscedasticity showed that the sig. values for motivation (0.276) and distraction (0.113) were both greater than 0.05, and were visually supported by the Scatterplot which showed a random distribution of residual points and did not form a particular pattern, so the model was free from heteroscedasticity problems.



Source: Processed primary data

Fig. 1. Scatterplot Heteroscedasticity Test

Multiple Linear Regression Analysis

Based on the Unstandardized Coefficient (B), the regression equation is:

$$Y = 8.291 + 0.571X_1 - 0.065X_2$$

Where: Y = Productivity; X_1 = Motivation; X_2 = Social Media Distraction

Table 3. Results of Multiple Linear Regression Analysis

Variables	Unstandardized Coefficients (b)	Sig.	Information
(Constant)	8.291	0.001	Constant
Motivation	0.571	0.001	Significant
Social Media Distraction	-0.065	0.397	Not Significant

Source: Processed primary data

The Adjusted R Square value is 0.250. This means that 25.0% of the variation in Productivity is explained by Motivation and Social Media Distraction, while the remaining 75.0% is explained by other factors. The simultaneous significance test (F

The Effect of Motivation and Social-Media Distraction on the Productivity of Final-Year Students in Completing Their Thesis
(A Study on Final-Year Management Students of the 2022 Cohort at Universitas Siliwangi)

Test) shows a Sig. value of 0.000 (<0.05). This proves that the variables Motivation and Social Media Distraction simultaneously have a significant effect on Productivity (Table 3).

The results of the partial significance test, presented in Table 3, are as follows:

- a) Motivation (Sig. 0.001 < 0.05) has a positive and significant influence on Productivity. Every one unit increase in the Motivation score will increase Productivity by 0.571.
- b) Social Media Distraction (Sig. 0.397 > 0.05) does not have a significant effect on Productivity partially, even though the coefficient is negative (-0.065).

Discussion

The test results showed that motivation had a positive and significant impact on productivity. This finding aligns with literature emphasizing that goal clarity, belief in success, and self-regulation skills promote more effective learning planning and implementation, thereby improving academic performance (Ramalinda et al., 2024)

In contrast, social media distractions in the context of this study did not show a significant direct effect on productivity. This pattern suggests that self-regulation may act as a potential mediator, as students with stronger self-regulatory abilities are likely able to control attention, filter digital stimuli, and maintain task-focused behaviors even when exposed to social media, indicating a possible pathway for future model refinement. This is logical, considering that the impact of social media is largely determined by usage motives and attentional control. It can be neutral or even positive when used for reference or academic purposes, but can become negative when used excessively and uncontrolled. Therefore, some studies report weak or variable effects, while others find decreased performance with unmanaged, intense usage patterns (Deepa et al., 2022; Junco, 2012).

Considered simultaneously, motivation and distraction still contribute to explaining productivity variation. This is consistent with the self-regulated learning (SRL) framework, which positions goal setting, progress monitoring, and environmental/attentional control as the connecting mechanisms between intention and output. Therefore, time management strategies, limiting notifications, and regular progress checks are relevant to ensure motivational drive is truly translated into results (Barryj Zimmerman, 2000)

These findings confirm that motivation is a key driver of productivity, while social media distractions in this context are not a direct hindrance and are more dependent on usage and self-regulation. Consequently, strengthening motivation requires tactics to maintain focus and time discipline to ensure consistent work plans (Ramalinda et al., 2024; Barryj Zimmerman, 2000)

4. Conclusion

This study concludes that motivation is a key driver of productivity. Respondents with clear goals and a strong work commitment tend to be more planned and consistent in executing tasks, resulting in improved academic achievement. Social media distractions did not show a significant direct effect on productivity in this sample; their impact was more determined by usage methods and self-regulation abilities. Together, motivation and distraction explained some variation in productivity, although other

The Effect of Motivation and Social-Media Distraction on the Productivity of Final-Year Students in Completing Their Thesis
(A Study on Final-Year Management Students of the 2022 Cohort at Universitas Siliwangi)

factors outside the model (e.g., time management, disciplined focus, and environmental support) remained.

1. For Students, it is recommended to set SMART goals each week and then break them down into daily plans with three main priorities to ensure focused work. Plan execution is supported by time-boxing/Pomodoro in 60–120-minute focus blocks while activating silent mode and limiting non-academic applications using app/website limiters, so that attention is maintained. To maintain consistency, conduct weekly progress checks that record targets versus realizations, obstacles, and improvement plans for the following week. Keep a thesis work log (start–finish time, type of assignment, obstacles, notes) to monitor habits, and build accountability through study partners or peer mentors with short, scheduled progress reports.
2. For Institutions/Study Programs, study programs and supervisors are expected to organize regular thesis clinics and structured peer mentoring sessions with clear agendas and outputs, while providing standard templates (weekly plans, work logs, and chapter checklists) to ensure a uniform and easily follow-up process. Strengthen student capacity through short training sessions on time management, self-regulation, focus techniques (Pomodoro, deep work), and the effective use of digital resources. Provide an official digital channel containing a reference repository, examples of good manuscripts, and a methodology Q&A forum to ensure more focused use of social media for academic purposes. For monitoring, build a progress dashboard containing milestones, deadlines, and the status of each chapter, and support it with a focus space (quiet zone/library) and a low-notification policy during academic hours
3. For Further Research, given the model's moderate explanatory power, further research is recommended to include additional relevant variables for example, self-regulation, self-efficacy, workload, social support, or procrastination and to examine the possible mediator or moderator role of distraction in the relationship between distraction and productivity. More objective measures of digital behavior (e.g., screen time and platform type) are also recommended to more accurately capture the impact of distraction. Furthermore, expanding the sample size and diversity across study programs or institutions will enhance the external validity and generalizability of the findings to broader contexts.

Reference

- Abdillah, K., Departemen Manajemen, A., Ekonomi, F., & Manajemen, D. (2023). *Analisis Faktor-Faktor Yang Mempengaruhi Motivasi Mahasiswa Dalam Menyelesaikan Tugas Akhir Pada Departemen Manajemen Ipb University*.
- Awahatillah, P. A., Dewi, J., Ningtyas, A., Purwanti, I., Mutmainah, I., Abdurrahman, U. K. H., & Pekalongan, W. (2025). *Pengaruh Media Sosial Tik Tok Terhadap Fokus Belajar Mahasiswa (Prodi Perbankan Syariah) UIN K.H Abdurrahman Wahid Pekalongan*.
- Barryj Zimmerman, P. (2000). *Attai N I N G Self-Regulation A Social Cognitive*.

The Effect of Motivation and Social-Media Distraction on the Productivity of Final-Year Students in Completing Their Thesis
(A Study on Final-Year Management Students of the 2022 Cohort at Universitas Siliwangi)

- Bassang & Sappan., *Jurnal Ilmiah MEA (Manajemen, Ekonomi, dan Akuntansi)*. (2023). *Pengaruh Motivasi terhadap Produktivitas Kerja Karyawan Pada Pt. Kalimantan Mitra Persada*
- Baumeister, R. F., & Vohs, K. D. (2007). Self-Regulation, Ego Depletion, and Motivation. *Social and Personality Psychology Compass*, 1(1), 115–128. <https://doi.org/10.1111/j.1751-9004.2007.00001.x>
- Bu'ulolo, W., & Hulu, M. K. (2025). *Peran Media Sosial Dalam Meningkatkan Atau Menghambat Produktivitas Mahasiswa*.
- Deepa, V., Sujatha, R., & Baber, H. (2022). Moderating Role of Attention Control in the Relationship Between Academic Distraction and Performance. *Original Research Higher Learning Research Communications*, 2022(1), 64–80. <https://doi.org/10.18870/hlrc.v12i1.1285>
- Ibrahim, M., Yusra, Y., & Shah, N. U. (2022). Impact Of Social Media Addiction On Work Engagement And Job Performance. *Polish Journal of Management Studies*, 25(1), 179–192. <https://doi.org/10.17512/pjms.2022.25.1.11>
- Jalal, M., Awan, R.-U.-N., Ali, G., & Professor, A. (2023). *Determinants of Research Motivation and Productivity: Evidence from University of Sargodha* (Vol. 45, Issue 3).
- Junco, R. (2012). The relationship between frequency of Facebook use, participation in Facebook activities, and student engagement. *Computers and Education*, 58(1), 162–171. <https://doi.org/10.1016/j.compedu.2011.08.004>
- Koessmeier, C., & Büttner, O. B. (2021). Why Are We Distracted by Social Media? Distraction Situations and Strategies, Reasons for Distraction, and Individual Differences. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.711416>
- Locke, E. A., & Latham, G. P. (2006). New directions in goal-setting theory. *Current Directions in Psychological Science*, 15(5), 265–268. <https://doi.org/10.1111/j.1467-8721.2006.00449.x>
- Maulida, Z. (2024). Faktor Penyebab Prokrastinasi di Kalangan Mahasiswa. *Jurnal Pendidikan & Pengajaran*, 2(1), 19. <https://doi.org/10.62238>
- Ramalinda, D., Avianti, W., & Jusdijachlan, R. (2024). *Pengaruh Stres dan Motivasi terhadap Produktivitas Mahasiswa dalam Menyelesaikan Tugas Akhir pada Masa Pandemi COVID-19 (Studi Kasus Mahasiswa Semester 6 di Akademi Bandung)*. <https://doi.org/10.38035/jpkn.v2i1>
- Ryan, R. M., & Deci, E. L. (1985). *Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being Self-Determination Theory*. Ryan.
- Steel, P., & König, C. J. (2006). Integrating Theories of Motivation. *Article in Academy of Management Review*. <https://doi.org/10.2307/20159257>
- Vroom, V. H. (1964). *Work and motivation*. Wiley.