

The Influence of Chat Notifications from a Crush on My Consistency in Writing a Thesis

Dandi Dandi^{1*}
¹Islamic Religious Education Study Program State Islamic University Datokarama Palu, Indonesia

*Corresponding Author: Dandi E-mail: dandidandipai2@gmail.com

ARTICLE INFO	ABSTRAK
Volume: 4 ISSN: 2963-5489 KEYWORDS Chat Notifications, Crush, Digital Distraction, Extrinsic Motivation, Academic Self-Regulation	This study aims to analyze the influence of chat notifications from a “crush” on the author’s consistency in working on a thesis. The research type employed is a reflective autoethnographic study with a descriptive qualitative approach. Data were obtained through the author’s daily journals, reflective analysis of personal experiences, and internal triangulation by comparing baseline days without notifications and days with notifications from a significant individual. The findings indicate that chat notifications have a dual impact. On the one hand, notifications can foster motivation, joy, and renewed energy that encourage thesis completion as a form of academic achievement. On the other hand, notifications often serve as distractions that reduce focus, disrupt thought flow, and decrease long-term productivity. The positive or negative effects are strongly influenced by the author’s emotional state, making self-regulation a key factor in minimizing digital distractions and maintaining learning consistency. This study illustrates that a seemingly simple phenomenon, such as chat notifications from a crush, can have significant implications for the psychological, cognitive, and academic dynamics of students.

1. Introduction

Adulthood is one of the continuous processes of growth and development in every individual toward reaching maturity (Nur & Dyah, 2025). In the educational setting, particularly among university students, it is often found that relationships between males and females develop into close and affectionate bonds without being tied to a formal dating relationship, commonly referred to as a “crush.” A close friend with an emotional bond can provide support for a student to remain enthusiastic and active in participating in academic activities (Resmin & Silvester, 2024). Writing a thesis is one of the most important stages in a student’s academic journey. This stage requires consistency, focus, and good time management. However, in the digital era full of distractions, the development of digital communication has given rise to new media in the form of the internet, eliminating geographical boundaries and bringing significant social, economic, and cultural changes. Social media has drastically transformed the way people communicate and interact. Platforms such as Instagram, WhatsApp, and TikTok have become vital spaces for sharing information (Alaika, 2024). Notifications from various applications, especially social media and private messages, often become disruptive factors. One type of distraction with a particularly strong emotional impact is chat notifications from someone with whom there is an emotional closeness (a crush). Emotional attachment to a certain individual can influence one’s priorities, attention, and motivation in carrying out academic activities. In this context, notifications from a crush may have two opposing influences: positive (increasing enthusiasm due to emotional encouragement) and negative (reducing focus because of diverted thoughts). Therefore, it is important to analyze how such notifications affect consistency in thesis writing.

*Dandi is a Student of Islamic Religious Education Study Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 4th International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2025, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

2. Literature Review

2.1 Digital Distraction Theory

According to Mokhtari, Delello, and Reichard, as cited by Iffa, distraction can be understood as an interruption that arises from the use of social media when someone is accessing information. Digital distraction occurs when users attempt to search for the information they need through the internet but are simultaneously disturbed by other activities, such as responding to message notifications. In this context, digital distraction refers to the loss of focus caused by technological stimuli, whether in the form of message notifications or social media interactions. Such conditions have the potential to reduce productivity and affect the quality of academic work outcomes (Iffa, 2019).

2.2 Intrinsic and Extrinsic Motivation Theory

Every individual has the drive to do something that arises from their perceived needs. In the context of education, the need to learn becomes a trigger for someone to pursue a particular educational path. This is what motivates individuals to strive and nurture the desire to achieve their life goals. Such drive is known as motivation. Motivation is an essential internal component in the learning process, as it influences individuals to take action. Therefore, motivation plays a decisive role in determining students' academic success. Individuals with high motivation tend to have stronger drives compared to those who are less motivated. Students with high learning motivation will work hard and make various efforts to achieve their goals (Erma Fitriya, 2025).

Motivation can be categorized into two types: intrinsic and extrinsic. Intrinsic motivation comes from within the individual, such as the desire to complete a thesis for academic satisfaction. In contrast, extrinsic motivation arises from external factors, such as emotional encouragement provided by someone considered significant. In this context, a notification from a "crush" can serve as a form of extrinsic motivation that influences students' learning behavior.

2.3 Academic Self-Regulation Theory

Self-regulation in learning includes an individual's ability to control behavior, cognition, and emotions in order to achieve academic goals (Indra, G. P., 2024). In practice, self-regulation is often tested by various distractions that arise during the learning process. For example, when a chat notification from someone considered important or a "crush" appears, the individual is challenged to make a choice—either to maintain learning consistency or to become absorbed in the emotional atmosphere it creates.

3. Methodology

This research employed a reflective autoethnographic study with a descriptive qualitative approach. Data were collected through the author's daily journals, which recorded in detail the time spent working on the thesis as well as interruptions caused by chat notifications. In addition, reflective analysis was conducted on personal experiences, emotions, and productivity levels throughout the research process. To enhance data validity, internal triangulation was applied by comparing conditions on days without notifications (as the baseline) with days when the author received notifications from a significant individual (a crush).

4. Results and Discussion

Based on the author's experience as the primary respondent in this reflective autoethnographic study, notifications from a crush were found to have a positive influence on the thesis-writing process. Each incoming notification generated feelings of joy, being cared for, and motivation. This heightened emotional state often produced renewed energy to continue writing. On several occasions, there was even a strong drive to complete certain sections of the thesis so they could serve as "conversation material" or be presented as an achievement to share. This aligns with extrinsic motivation theory, in which external factors such as attention from significant others can foster enthusiasm in academic activities.

However, it cannot be denied that these notifications also frequently brought negative effects. The author experienced concentration problems due to having to divide attention between personal conversations and thesis writing. Time that should have been used for writing was reduced by the activity of responding to messages. Moreover, every interruption required additional time to regain focus and reconnect with the writing flow. This phenomenon demonstrates that digital distractions have tangible implications for learning effectiveness, especially in academic contexts that demand consistency, focus, and continuity of thought. The disruptions affected not only time management but also the quality of productivity. Returning to writing after interruptions often caused previously flowing ideas to be disrupted or even lost altogether, requiring extra effort to rebuild the thought framework. This slowed thesis completion, reduced cognitive engagement, and added an emotional burden in the form of guilt and regret for not using study time optimally. Thus, notifications, though seemingly trivial, can generate significant cumulative consequences for academic achievement.

Furthermore, interactions through notifications also carried a psychological dimension. Messages from someone considered important or a "crush" often contained emotional weight, prompting the author to respond more quickly and intensely compared to ordinary messages. This created an internal conflict between the desire to maintain emotional closeness and the need to stay focused on academic goals. Such conflict illustrates the strong appeal of digital distractions in shifting priorities, while emphasizing the importance of self-regulation in maintaining learning consistency. These experiences provide a concrete picture of how everyday phenomena, such as chat notifications, can affect students' psychological, cognitive, and productivity dynamics.

Additionally, this finding is consistent with the concept of self-regulation in learning, namely the ability to control behavior, cognition, and emotions to achieve academic goals. Chat notifications from a crush became a real test of whether the individual could sustain focus on study or become absorbed in emotional distraction. Further reflection revealed that the impact of such notifications largely depended on the emotional state at the time. When mood was stable, notifications could serve as additional motivation; however, when under pressure or easily distracted, the negative effects were more dominant. This highlights self-regulation as a decisive factor in minimizing the impact of distractions. If the author managed to allocate time appropriately for replying to messages, the disturbances could be mitigated. Yet in practice, repeated distractions tended to reduce long-term productivity. Therefore, digital distraction management is crucial for maintaining academic consistency, especially in the process of writing scholarly works such as a thesis.

5. Conclusion

Based on the author's reflection, chat notifications from a "crush" have two contradictory sides: on the one hand, they can foster motivation, generate new energy, and encourage the completion of the thesis as an achievement to be shared; on the other hand, they often become distractions that reduce focus, disrupt the flow of thought, and lower productivity. These positive and negative impacts largely depend on the author's emotional state at the time, making self-regulation a key factor in determining whether notifications function as motivational drivers or obstacles to the academic process.

References

- Nur, H., & Dyah K. (2025). The Use of Mobile Phones and Peer Relationships on the Social Behavior of Students at SMP Muhammadiyah Luwuk, Central Sulawesi. *Jurnal Pendidikan IPS*, 2(1), 55-70.
- Resmin, M., & Silvester, I. (2024). The Influence of Dating on Students' Learning Motivation. *Jurnal Pastoral Kateketik*, 10(1), 16-40.
- Alaika, A. K. (2024). The Influence of Digital Media in the Use of Social Media on Interpersonal Communication Patterns among Adolescents. *Jurnal Ilmu Komunikasi, Sosial dan Humaniora*, 2(4), 357-366.
- Iffa, M. Y. (2019). Distractions on Online Workers During Internet Interaction. *Jurnal Ilmu Komunikasi*, 16(2), 175-190.

- Erma, F. (2025). The Role of Intrinsic and Extrinsic Motivation in Improving Learning Outcomes of Islamic Religious Education. *Jurnal Kependidikan*, 14(1), 1055-1064.
- Indra, G. P. (2024). The Key to Successful Effective Learning: A Systematic Review of the Relationship Between Cognitive Style, Self-Regulation, and Motivation. *Jurnal Psikologi*, 2(1), 73-79.