



EEAJ 13 (3) (2024) 270-280

Economic Education Analysis Journal

SINTA 3 Accredited

<https://journal.unnes.ac.id/sju/index.php/eeaj>



The Effect of Self-Control and Self-Efficacy on Academic Procrastination in Final Year Students of FKIP UNS

Widya Astuti Wulandari✉, Jonet Ariyanto Nugroho

DOI: 10.15294/eeaj.v13i3.11403

Department of Economics Education, Faculty of Teacher Training and Education, Sebelas Maret University, Surakarta, Indonesia

Article History

Received: 07 August 2024
Approved: 08 October 2024
Published: 30 October 2024

Keywords

Academic Procrastination; Self-Control; Self-Efficacy

Abstract

This study examines the effect of self-control and self-efficacy on academic procrastination in final year students at FKIP UNS in Kentingan. This study uses quantitative research with a survey approach. The sample in this study consisted of 145 students, who were taken with a purposive sampling technique. The data collection technique used was a questionnaire, and the data analysis was done using multiple linear regression analysis. The results showed a simultaneous negative influence between self-control and self-efficacy variables on academic procrastination, as evidenced by a significance value of 0.000 (<0.05). Based on the R^2 test, 40% of academic procrastination is influenced by self-control and self-efficacy. The remaining 60% is influenced by other factors outside this study is influenced by other factors such as stress levels, peer confrontation, parenting patterns, and academic control. peers, parenting patterns and control and supervision from the supervision from the family or school environment. The findings of this study can be used as recommendations for the university to help final year students to avoid academic procrastination so that they can graduate on time.

How to Cite

Wulandari, W.A., & Nugroho, J.A.(2024). The Effect of Self-Control and Self-Efficacy on Academic Procrastination in Final Year Students of FKIP UNS. *Economic Education Analysis Journal*, 13 (3), 270-280.

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✉ Correspondance Address:
Jl. Ir Sutami 36 A Kentingan Surakarta 57126
Email: widwulandari95@student.uns.ac.id

p-ISSN 2252-6544
e-ISSN 2502-356X

INTRODUCTION

The final year students can be considered as students who have completed the lectures in theory and have taken thesis courses. The completion of this thesis is a definite point for students to graduate. However, there are many final students who have not completed the task optimally. This inadequacy can be due to internal and external factors. In this case, there is a feeling of not being supervised so they choose to postpone the task (Handoyo et al., 2020). The activity of delaying this academic task is what is known as academic procrastination, which can be theoretically defined as a tendency made by individuals to postpone their activities related to academics (Maharani et al., 2020).

The completion of this thesis is a certain point for students to graduate, so this makes the completion of the thesis an important and crucial thing. Even so, there are still many final students who have not and are not maximized in completing the task. This inadequacy can be caused by many factors both from within and outside the individual. Students tend to feel that it is okay to postpone because they feel not being supervised so they choose to postpone the task (Handoyo et al., 2020). The activity of postponing academic. This activity is called academic procrastination. Procrastination academic can be theoretically interpreted as a tendency made by individuals to postpone their activities related to academics (Maharani et al., 2020).

When viewed from various sides, the act of procrastination will have many negative impacts on students as academic procrastination will involve various complex interconnected factors such as changes in behaviour, academic, moral, affective, physical, self-control, and interpersonal (Suhadianto, 2020). It is supported by research by Khoirunnisa et al. (2021) that academic procrastination will reduce the quantity and quality of final project completion in final students. Based on the results of Sari & Lestari (2023) in Solo Raya, it was recorded that 0.9% of students always

take procrastination in completing their assignments, 31.2% very often postpone completing assignments, 44% often postpone completing tasks, 21.1% rarely postpone completing tasks, and only 2.8% stated that they very rarely postpone completing assignments. This procrastination will eventually lead to stress for the perpetrators. leads to stress for the perpetrators.

Based on the results of observations made by researchers on 15 March 2024, especially at FKIP UNS in Kentingan, there are still many final year students who add semesters so that they cannot graduate on time. Ideally, students have graduated with a target of 4 years of study, in which the thesis course is taken in the 8th semester with the condition that they have completed 144 credits beforehand.

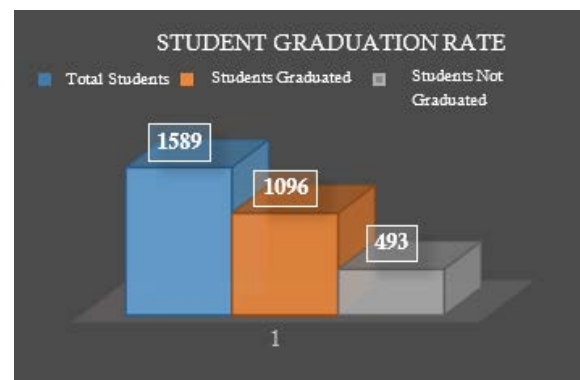


Figure 1. Student Graduation Rate

Source: Academic Faculty of Teacher Training and Education UNS (2024)

The data obtained by researchers showed that 493 FKIP students could not graduate on time, especially those on the central campus. On the basis of student graduation data, the number of students who are still active is an indication of the procrastination actions of students, particularly at FKIP UNS. On the other hand, this is supported by the results of a brief interview conducted by the author to final students who said the reason for doing academic procrastination is that they need a long time to find their interests and lazy behaviour is the biggest barrier. Although they are aware of their procrastination, they choose to do other activities that are more enjoyable be-

cause they think that working on a thesis is a difficult activity.

Furthermore, it is supported by previous research which also found the same thing from research Lestari & Dewi (2018) revealing that in individual procrastination behaviour is influenced by the quality from within a person which is related to the low self-control and self-efficacy of the individual. Self-control in this case means an ability that exists within the individual, in this realm this ability can regulate individual behavior through cognitive abilities. this ability can regulate individual behavior through cognitive abilities so that it leads to a good and positive direction. so that it leads to a good and positive direction. Self-control of this individual that has a big share in helping to regulate and direct the actions and behavior of individuals. and individual behavior. Pertiwi & Darminto (2022) show that there is a relationship between self-efficacy and self-control in students at the same time having a strong relationship with academic procrastination by students. Hen & Goroshit (2020) in his research resulted in academic procrastination that was carried out had associated with feelings of discomfort and a desire to change but the individual does not yet have strong beliefs to change so that the individual does not yet have a strong conviction to change so that they make the decision to keep postponing the change. they make the decision to keep delaying the change. However, in stated that the delay is made in order to make careful decisions with the best decision results.

Meanwhile, Mudalifah & Madhuri (2019) found a negative influence between self-control and self-efficacy with academic procrastination. self-efficacy with academic procrastination, which means that the higher the level of self-control and self-efficacy owned by students, the lower the level of academic procrastination. self-control and self-efficacy possessed by students, the lower the level of academic procrastination performed. the lower the level of academic procrastination. Currently, especially final year students who have the responsibility to complete their

studies on time. to be able to complete the studies carried out on time, namely maximum of 4 years but in reality there are still many who exceed the time that should be that should be. It is assumed that students who have difficulty in controlling themselves are due to doubts about their own abilities, which they consider less able to complete the task. As a result, they look for an outlet or other alibi to delay the final project by keeping themselves busy with activities that are deemed enjoyable.

Thus, based on the phenomena that exist in FKIP UNS and various previous studies that have been presented previously, it can be concluded that the act of academic procrastination is influenced by the self-control and self-efficacy of individuals. Therefore, researchers are interested in conducting research on "The Effect of Self-Control and Self-Efficacy on Academic Procrastination in Final Year Students of FKIP UNS".

METHODS

This research is a quantitative study using a survey method. The sampling technique in this study used non-probability sampling with a purposive sampling method. Sample withdrawal based on consideration or purposive sampling is a data collection technique with certain considerations, where in this technique will select a group of subjects with certain criteria related to the criteria. to become subjects with certain criteria related to the population that has been determined by the researcher (Nalendra et al., 2021). Researchers in this study chose a sample with the criteria of FKIP UNS class 2019 students who are already in the 10th semester at this time with the consideration that 2019 students who have not completed their studies this semester have committed academic procrastination. have committed academic procrastination and FKIP UNS students whose study programs are on the Kentingan Campus. The sample selection was only for students at the Kentingan Campus with the consideration to facilitate data collection and processing due to the close distance to the researcher.

The population studied was 493 FKIP UNS Class of 2019 students who still needed to complete their studies, especially those whose study programs were at the Kensington Campus. The sample in this study consisted of 145 students selected using the Slovin formula. The data collection technique used a questionnaire with four answer categories: strongly agree, agree, disagree, and strongly disagree. This questionnaire is used to collect data related to the influence of self-control and self-efficacy on academic procrastination by academic procrastination carried out by final year students of FKIP UNS Class of 2019. The data collection technique uses a measurement Likert scale. Likert scale is used to measure opinions, attitudes, and perceptions of individuals or groups related to social phenomena. perceptions of individuals or groups related to social phenomena. Variable measured will be converted into variable indicators which will be used as a guideline for compiling questions or statements in questionnaire as an instrument to collect data. Furthermore, data analysis was carried out using multiple linear regression analysis used to predict the effect of two or more independent variables on one dependent variable and provide evidence whether it is functional between two or more independent variables and the dependent variable.

RESULTS AND DISCUSSION

This study aims to determine the effect of self-control and self-efficacy on academic procrastination of final year students at FKIP

UNS in Kentingan. The research begins by conducting a classical assumption test consisting of normality, linearity, multicollinearity and heteroscedasticity tests.

The normality test is used to assess whether the distribution of data in a group is normal. a group of data is normal. The normality test can be seen from Histogram, Plot, and Kolmogorov-Smirnov. In this study researchers using the Kolmogorov-Smirnov method, in which the data is said to be normal if the Asymp. normal if the Asymp.Sig (2-tailed) value > 0.05.

Table 1. Normality Test

Unstandardized Residual		
N		145
Normal Parameters ^{a,b}	Mean	0.000
	Std. Deviation	3.957
Most Extreme Differences	Absolute	0.040
	Positive	0.040
	Negative	-0.033
Statistics Test		0.040
Asymp. Sig. (2-tailed)		0.200 ^{c,d}

Source: Processed Primary Data, 2024

Based on Table 1, it can be seen that the results of the normality test on the variables of self-control, self-efficacy, and academic procrastination are normally distributed. As evidenced by the Asymp.Sig (2-tailed) value of 0.200, which is more than 0.05, the data can be said to have a normal distribution.

Table 2. Linearity Test of Self-Control

		Anova Table				
		Sum of Squares	df	Mean Square	F	Sig
Y * X 1	Combined	23.946	23	23.946	1.613	0.051
	Linearity	75.154	1	75.154	5.061	0.026
	Deviation from Linearity	21.618	22	21.618	1.456	0.103
	Within Groups	1796.734	121	14.849		
Total		2347.490	144			

Source: Processed Primary Data, 2024

Table 3. Linearity Test of Self-Efficacy

		Anova Table				
		Sum of Squares	Df	Mean Square	F	Sig
Y * X2	Combined	587.369	33	17.799	1.122	0.051
	Linearity	65.582	1	65.582	4.136	0.044
	Deviation from Linearity	521.787	32	16.306	1.028	0.440
	Within Groups	1760.121	111	15.857		
Total		2347.490	144			

Source: Processed Primary Data, 2024

The linearity test is used to determine whether 2 variables have a linear relationship. Based on table 2 & 3, it can be said that the variables of self-control (X1) and self-efficacy (X2) on academic procrastination (Y) are interpreted by the sig. linearity value < the significance level (0.05) and sig. deviation of linearity > from the significance level of 0.05. Then it can be concluded that, variables X1 and X2 to Y have a linear pattern and the requirements are fulfilled.

Table 4. Multicollinearity Test

Independent Variable	Collinearity Statistics	
	Tolerance	VIF
X1	0.728	1.373
X2	0.728	1.373

Source: Processed Primary Data, 2024

The multicollinearity test is used to detect the presence or absence of multicollinearity by looking at VIF (variance inflation factor) and tolerance value. Based on Table 4 regarding the multicollinearity test results, it can be interpreted that there is no multicollinearity in this study. It is proven by the VIF value of X1 and X2, which is 1.373, which means <10 and is reinforced by a tolerance value of 0.728>

Table 5. Heteroscedasticity Test

Variable	Unstandardized Residual Sig.	Description
X1	0.512	Non-Heteroscedasticity
X2	0.063	Non-Heteroscedasticity

Source: Processed Primary Data, 2024

0.1. Therefore, it can be concluded that there is no multicollinearity in the study.

The heteroscedasticity test is used to assess the presence of inequality variance of the residuals of all observations in the linear regression model. In This study tests for heteroscedasticity using the Glejser model with a sig value> 0.05, then it is stated that there are no symptoms of heteroscedasticity in the regression model and vice versa.

Based on the results of the heteroscedasticity test in Table 5, it can be interpreted that X1 and X2 have an unstandardised residual sig value greater than 0.05. From this data it can be concluded, there is also no heteroscedasticity. After the prerequisite test is carried out, the normality test is carried out which includes multiple regression analysis, partial significance test (T test), simultaneous significance test (F test), and analysis of the coefficient of determination (R2) in Table 6.

Table 6. Multiple Regression Analysis Results

Model	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	20.821	2.359		8.826	0.000
X1	0.097	0.074	0.126	1.308	0.193
X2	0.054	0.052	0.101	1.052	0.294

Source: Processed Primary Data, 2024

Multiple regression analysis is used to determine whether or not there is an influence of the independent variables on the dependent variable. Whether or not the influence of the independent variable on the dependent variable Based on the regression test results table in Table 6, it can be interpreted with the equation $Y = 20.821 + 0.097X1 + 0.054X2$.

Based on the table of T-test results above, it can be interpreted as follows. First, the significance value of self-control (X1) on academic procrastination (Y) shows a sig value of $0.031 < 0.05$ and the value of t count ($2.175 > t$ table value (1.976)). Therefore, it means that self-control (X1) has a significant effect on academic procrastination (Y). Second, the significance value of self-efficacy (X2) on academic procrastination (Y) shows a sig value of $0.044 < 0.05$ and the calculated t value ($2.027 > t$ table value (1.976)). Therefore, it means that there is a significant effect of self-efficacy (X2) on academic procrastination (Y).

Table 7. T-test

Variable	T	Sig
Self-control	2.175	0.031
Self-efficacy	2.027	0.044

Source: Processed Primary Data, 2024

Partial significance test or T test is usually used to test the truth of the partial relationship between the independent variable and the dependent variable. It is said that there is a relationship if the sig value < 0.05 or the value of t value $> t$ table. Based on the table of T-test results in Table 7, it can be interpreted

as follows. First, the significance value of self-control (X1) on academic procrastination (Y) shows a sig value of $0.031 < 0.05$ and the value of t count ($2.175 > t$ table value (1.976)). Therefore, it means that self-control (X1) has a significant effect on academic procrastination (Y). Second, the significance value of self-efficacy (X2) on academic procrastination (Y) shows a sig value of $0.044 < 0.05$ and the calculated t value ($2.027 > t$ table value (1.976)). Therefore, it means that there is a significant effect of self-efficacy (X2) on academic procrastination (Y).

Table 8. F-Test

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	274.218	2	137.109	9.391	0.000
Residual	2073.271	142	14.601		
Total	2347.490	144			

Source: Processed Primary Data, 2024

The simultaneous significance test or F test is usually used to determine whether there is an influence between independent variables with dependent variables simultaneously or simultaneously. The F test is said to be simultaneous if sig value < 0.05 and the value of f count $> f$ table. Based on the data in Table 8 of f-test results, it can be interpreted that the sig value is $0.000 < 0.05$ and the value of f count ($9.31 > f$ table (3.06)) so that it can be concluded that there is a simultaneous influence between self-control and self-efficacy variables on academic procrastination.

Table 9. Results of the Coefficient of Determination Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.199	0.040	0.026	3.98479

Source: Processed Primary Data, 2024

The coefficient of determination test is used to determine the effect simultaneous significance of the independent variable on the dependent variable. Based on Table 9 of the coefficient of determination test results, the R Square value is 0.040, or 40%. This suggests that 40% of academic procrastination is influenced by self-control and self-efficacy, and the remaining 60% is influenced by factors outside of this study. This means that 40% of academic procrastination is influenced by self-control and self-efficacy. Is influenced by self-control and self-efficacy, and the remaining 60% is influenced by other factors outside of this study. Paramithasari et al., (2022, p. 42) mentioned other factors that influence academic procrastination, namely stress level, self-efficacy, and the remaining 60% is influenced by other factors outside of this study. Academic procrastination, namely stress levels, and peer confrontation peers. Mu'alina (2021, p. 32) mentions factors that can affect academic procrastination. influence academic procrastination, namely parenting patterns and control and supervision from the family or school environment.

The Effect of Self-Control on Academic Procrastination in Final Year Students of FKIP UNS Kentingan

In this study, the regression equation $Y = 20.821 + 0.097X_1 + 0.054X_2$ was obtained from this equation. It can be seen that self-control has a regression coefficient of 0.097. Thus, it can be interpreted, if self-control increases by 1 variable and other variables are constant, then the value of self-control will be positive and affect academic procrastination by 0.097. This is consistent with the t test

which says that self-control affects the act of academic procrastination carried out by final year students of FKIP UNS Kentingan. As evidenced by the calculated t value (2.175) > t table value (1.976) and sig value 0.031 < 0.05 then, H_0 is rejected and H_a is accepted, it can be concluded that self-control does have an influence on academic procrastination by individuals.

It is supported by similar findings of previous research conducted by Ammarus et al. (2022) and Paramithasari et al. (2022) stated that self-control with academic procrastination has a significant and non-linear effect. Research conducted by Chisan & Jannah (2021) stated a similar thing that self-control and academic procrastination have a negative relationship. This non-linear and negative relationship means that when self-control is high, academic procrastination will be low and vice versa, if self-control is low, the value of academic procrastination will increase. The existence of a strong influence of self-control with academic procrastination is because final year students of FKIP UNS in Kentingan prefer to do fun activities when they face difficulties in working on their thesis and do not feel guilty if they delay working on their thesis.

Based on this, the main indicators that influence self-control are self-discipline related to the ability to refrain from things that damage focus and work ethic related to individual self-regulation. This is supported by research conducted by Handoyo et al (2020), namely students feel it is not a problem to delay doing assignments due to the feeling of not being supervised. This also proves that low self-control is a prominent factor in the formation of academic procrastination by students.

The Effect of Self-Efficacy on Academic Procrastination in Final Year Students of FKIP UNS Kentingan

This study obtained a regression equation $Y = 20.821 + 0.097X_1 + 0.054X_2$ from this equation it can be seen that self-efficacy has a regression coefficient value of 0.057. so that it can be interpreted, if self-efficacy increases by 1 variable and other variables are constant, then the self-efficacy value will be positive and affect academic procrastination by 0.057. This is in line with the t test which says that self-efficacy affects the act of academic procrastination carried out by final year students of FKIP UNS Kentingan. It is proven by the calculated t value $(2.027) > t$ table value (1.976) and sig value $0.044 < 0.05$, then H_0 is rejected and H_a is accepted. It is concluded that self-efficacy has an influence on academic procrastination by individuals.

This is also supported by similar findings in previous research conducted by (Nabila & Nastiti, 2023) which states that self-efficacy on academic procrastination has a significant effect and a negative relationship. Research conducted by Rosyadi et al. (2022) states a similar thing that self-efficacy with academic procrastination has a negative nature. This negative relationship means that when self-efficacy is high, academic procrastination will be low and vice versa, if self-efficacy is low, procrastination is high.

The existence of the influence of self-efficacy with academic procrastination is because the final year students of FKIP UNS Kentingan show an attitude that cannot focus on working on the thesis if a problem occurs and are unable to occupy the time previously planned in working on the thesis. Referring to this matter, the main indicator that affects self-efficacy, namely the strength dimension, is related to strong beliefs and expectations of their potential, which if their beliefs and expectations are strong, individuals can persist in achieving the goals they want to achieve. This is supported by research conducted by Tuaputimain (2021) namely students who show procrastination behaviour in completing

their thesis due to the absence of belief in their strength in order to face difficulties in the process of working on the thesis.

The Effect of Self- Control and Self-Efficacy on Academic Procrastination in Final Year Students of FKIP UNS Kentingan

The study results showed that self-control and self-efficacy affect academic procrastination in final-year students of FKIP UNS Kentingan. The simultaneous relationship between the two independent variables and the dependent variable is based on the f test with the value of f count $(9.31) > f$ table (3.06) and sig value. $0.000 < 0.05$. The higher the self-control and self-efficacy of final-year students, the lower the level of procrastination. However, FKIP UNS Kentingan final-year students need better self-control and self-efficacy, so many commit academic procrastination, especially in thesis work. In the R^2 test, the R Square value is 0.040 or 40%. 40% of academic procrastination is influenced by self-control and self-efficacy; other factors influence the remaining 60%.

The acceptance of H_a is supported by similar findings in previous research conducted by Paramithasari et al., (2022) found that self-efficacy and self-control simultaneously affect academic procrastination. (Wulandari & Khumaidatul Umaroh, 2020) research also states that self-control and self-efficacy influence students' academic procrastination behavior by 40%. There are 60% other factors that influence this academic procrastination behaviour. Paramithasari et al. (2022) mentioned other factors that influence academic procrastination, namely stress levels and peer confabulation. Stress levels arise as a result of procrastination behaviour carried out by students which results in hampered performance and tasks that cannot be completed in a timely manner (Soeli et al., 2022) Peer compromise is related to changes in behaviour as a result of direct or indirect group pressure, so as to avoid alienation and group reproach. Individuals who have high compromise will tend to comply with the norms that exist in the

group. This results in every form of activity and effort made by the group, not as his own efforts (Imansyah & Setyawan, 2018).

Mu'alina (2021) also noted other factors that can affect academic procrastination, namely parenting patterns and supervisory control from the family or school environment. The parenting patterns applied by parents will be dominant in shaping the child's personality from childhood to adulthood. A variety of parenting patterns that have been applied by parents to provide the best for the family, especially their children, because every parenting pattern applied by parents to their children can determine the success of character education that has been implemented by the family. Novia et al. (2021) stated that there is a relationship between parenting patterns and student academic procrastination. The variable of parental parenting and academic procrastination has a very close relationship, where the higher the parenting pattern, the lower the level of student academic procrastination, on the contrary, if the lower the parenting pattern, the higher the level of student academic procrastination.

CONCLUSION

This study proves that self-control and self-efficacy influence procrastination among final year students at FKIP UNS Kentingan. Final year students in this study tend to have low self-control and self-efficacy, making the high academic procrastination impact their ability to graduate on time. Based on the results of this study, FKIP UNS is expected to reduce academic procrastination by holding group counseling programs for final students there are two methods that can be applied in group counseling counseling that will be carried out, namely self-instruction and cognitive restructuring techniques. restructuring. The application of self-instruction techniques aims to improve self-regulation in students which can strengthen the individual self and increase the ability to face the demands of life as well as guiding individual behavior. In the end, it will

improve all indicators of self-control related to deliberate, self-discipline, healthy habits, Meanwhile, the cognitive restructuring technique is used to increase the self-efficacy of technique is used to increase student self-efficacy which related to the dimensions of strength, level, and generalization.

Due to the cognitive restructuring strategy has a focus on elimination of negative thoughts that cause interference to the and replace them with positive thoughts so that individuals can be confident and believe in their potential and generalization. individuals can be confident and believe in their potential and abilities. and designing a final semester program more firmly related to thesis work. Meanwhile, final-year students can foster self-control by increasing awareness of change and self-efficacy. This more assertive program is related to providing a clear and firm time for collecting clear and firm assignments so that the time of 1 semester to complete the thesis can be used optimally. Like the final student is required to submit the results of the thesis improvement after 1 week from the time the lecturer gives.

Because based on the results of research there are still many who underestimate the collection of the results of the improvement of the thesis. However, on the other hand, programs like this need support from various parties to be realized well. various parties to be realized properly. There needs to be balance from the faculty, study program, supervisors, and students. Future researchers can research academic procrastination using different variables to reveal other factors that influence academic procrastination behavior in the hope that this problem can be minimized and appropriate treatment can be given.

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