

Analysis of Factors Related to Student Academic Procrastination

Januari Ayu Fridayani¹, Maria Anggriani Jehamu², Azzahra Riastuti³

¹ Department of Management, Faculty of Economics, Sanata Dharma University, Yogyakarta, Indonesia

² Department of Management, Faculty of Economics, Sanata Dharma University, Yogyakarta, Indonesia

³ Department of Management, Faculty of Economics, Sanata Dharma University, Yogyakarta, Indonesia

Abstract

Academic procrastination, if left unchecked and unmanaged, will have an impact on reducing student productivity and fatally have a negative impact on their future. This research focuses on three aspects that can be personally managed by students and are seen as having a relationship to academic procrastination, namely self-efficacy, time management, and self-motivation. The sample used in this study was 150 students from the Faculty of Economics, University of Sanata Dharma, using the quantitative method and the SPSS version 25 test tool. The data were obtained by distributing questionnaires, which were then processed by Pearson Correlation Analysis using One Tailed. The results of the correlation analysis test are that (1) there is a negative relationship between self-efficacy and academic procrastination; (2) there is a negative relationship between time management and academic procrastination; and (3) there is a negative relationship between self-motivation and academic procrastination.

Keywords: self-efficacy, time management, self-motivation, academic procrastination.

Corresponding author. januariayu@usd.ac.id

Article history. Received January, 2023. Revised March, 2023. Accepted June, 2023

INTRODUCTION

Students are closely related to various forms of activities, both academic and non-academic, both of which result in improved abilities in aspects of hard skills and soft skills. At present, there is indeed a lot of focus directed at improving soft skills because they are seen as very important for a person's future after graduating from college and entering the world of work (Fridayani, 2022). However, academic ability is still important and also needs to be given priority. One of the things that is very closely related to academic achievement in college is doing assignments. Students and coursework are two things that cannot be separated, and when the coursework does not get the focus and priority it deserves, it is certain that the student's academic achievement will not be good. The activity of delaying completing assignments is known as procrastination if the assignment is related to academic matters, such as lecture assignments.

The term "procrastination" comes from the Latin "procrastination," with the prefix "pro," which means pushing forward or moving forward, and the ending "cratinus," which means tomorrow's decision. If combined, it becomes suspend or delay until the next day (Laia et al., 2022). Academic procrastination is often also described as a form of individual failure in completing their responsibilities (Grund & Fries, 2018). Students, especially during a pandemic, who learn online, often delay it for various reasons, one of which is that they feel they are not being watched (Handoyo et al., 2020). As a result, students who engage in academic

procrastination lack full awareness of and responsibility for their obligations. This phenomenon also cannot be left alone; concrete steps need to be taken so that this academic procrastination can diminish and eventually result in good academic achievement and produce outcomes in the form of characteristics that are responsible for themselves and their obligations.

This study explores the factors that might influence student academic procrastination, the first of which is self-efficacy. Self-efficacy is an individual's belief about his ability to organize and complete a task required to achieve certain results. The influence of self-efficacy on an individual's way of thinking can direct encouragement and action to achieve a positive outcome for the individual. One's belief in one's ability to do a task often influences the resulting behavior to complete the task. Student self-efficacy determines the effort expended and one's endurance to survive in the face of obstacles when facing their assignments.

In (Wulandari & Khumaidatul Umaroh, 2020) their research stated that the higher the self-efficacy, the lower the academic procrastination, and vice versa: the lower the self-efficacy, the higher the academic procrastination. The results of this study are similar to the results of research conducted by (Putry et al., 2020) which found a negative correlation between self-efficacy and academic procrastination. Academic procrastination decreases as self-efficacy increases; conversely, academic procrastination increases as self-efficacy decreases. This is in accordance with the opinion expressed by (Tanjung et al., 2020) about the difficulty in carrying out this academic assignment, so with self-efficacy, these students can choose activities that can motivate them to complete their assignments, namely not procrastinating. So, with self-confidence and high expectations of success, a person has a strong desire to succeed; the lower the self-efficacy, the higher the level of academic procrastination, and vice versa (Susanto, 2018) If you conduct some of the research mentioned above, you will discover that self-efficacy has a significant impact on a student's procrastination of an assignment. Self-efficacy and task procrastination are closely related. Students who have low self-efficacy will find it difficult to motivate themselves, which can reduce their self-confidence to complete their assignments, causing them to procrastinate. So the first hypothesis in this study is that self-efficacy has a negative relationship with student academic procrastination.

The second variable is time management. Time management ability is the ability to organize oneself for using time effectively and efficiently by planning, scheduling, and carrying out responsibilities for managing time in everyday life. The operational definition is taken from the theory of definition put forward. Time management ability is measured using a time management scale based on aspects expressed (in (Mirzaei et al., 2012), which consist of setting goals and priorities, mechanisms for time management, and preferences for being organized. (Marsita Sari et al., 2020). A student must have good time management skills to manage his daily time and his studies so that he can complete all of his activities without giving up or leaving anything behind. According to the results of research by (Khasanah & Farida Panduwinata, 2022) students who have bad time management are more likely to procrastinate than students who have good time management. This is because students with good time management can utilize and plan their time so that the tendency to procrastinate is lower. This is also in accordance with research by Iven Kartadinata showing a relationship between time management and academic procrastination. Effective time management can increase productivity in carrying out tasks, thereby reducing the tendency to procrastinate and being able to maintain a balance of time for doing tasks and other activities. Many students are willing to miss lectures in order to work on projects that will enrich their experience and provide insight. However, there are also students who spend their time on negative things, such as hanging out with friends, staying up late at night, and playing games. This can ultimately result in limited time to do academic assignments as a student.

One's skills in time management are very important in the world of lectures. Students who can manage their time well will use this time for productive and positive activities so as to increase

their activity and efficiency. With good time management, students are able to determine their priorities so that they are able to carry out activities without procrastinating assignments. Bad time management also encourages a person to procrastinate or not, which is about one's belief in activities that affect one's life. Sometimes students who are busy and unable to manage their time will think that the task is not important and will procrastinate on it. However, we also have to remember that assignments are the obligation of a student; no matter how busy a student is with both organizational activities and part-time work, they must be able to prioritize activities and have good time management. Therefore, the second hypothesis in this study is that time management has a negative effect on student academic procrastination.

The next variable is motivation. According to As et al. otivation. According to (Lestari, 2017) the definition of motivation is "a tendency that arises in a person, consciously or unconsciously, to take action with a specific purpose or efforts that cause a person or groups of people to be moved to do something because they want to achieve the desired goal." Masnur (1987:41) says that "motivation is the driving force that exists within an individual to carry out certain activities in order to achieve a goal." Djiwandono (2006:328) argues that "motivation is the overall driving force within students that generates learning activities, which ensures the continuity of the learning activities, and provides direction to the learning activities, so the goals desired by students can be achieved."

Motivation can determine whether or not it is good to achieve goals, so the greater the motivation, the greater the desire to try, be persistent in learning, not want to give up, and study hard to improve achievement. Those with low motivation, who appear indifferent, are easily discouraged, lack attention in learning, and are not passionate about learning, can face a variety of learning challenges. This is thought to affect learning achievement. This same thing was also expressed by (Wentzel et al., 2022) "Learning motivation possessed by students in each learning activity plays a very important role in improving student learning outcomes in certain subjects." There are two kinds of motivation in a person. Intrinsic motivation is the primary driving force in each individual's learning, whereas extrinsic motivation is a complementary driving force from outside one's self in learning. In this study, we will use both types of motivation.

Research was conducted by (Khasanah & Farida Panduwinata, 2022) regarding the relationship between motivation and task procrastination. The results of his research stated that students who have high learning motivation tend to have low task procrastination, and conversely, students who have low motivation will have high task procrastination. This is in accordance with research by (Grund & Fries, 2018) showing a relationship between achievement motivation and academic procrastination. The relationship between achievement motivation and academic procrastination shows that an increase in achievement motivation will be followed by a decrease in academic procrastination. Someone who has achievement motivation will tend to struggle to achieve success by choosing an activity that is oriented toward the goal of success rather than wasting time doing other things that are less important.

Every student has different motivations. This motivation illustrates how much willingness and persistence students have to complete their assignments. From the several studies above, it has been proven that someone who has high motivation will choose to always do his job so that the level of procrastination is low, and vice versa. As students, doing assignments is our obligation. Students need to always be encouraged and motivated to increase their enthusiasm for learning so that they will have low task procrastination. Based on this, the third hypothesis in this study is that self-motivation has a negative relationship with student academic procrastination. The objective of this study is to investigate the impact of self-efficacy on the tendency to procrastinate in completing course assignments. (2) The Impact of Time Management on the Proclivity to Procrastinate Course Assignments and (3) The Influence of Self-Motivation on the Tendency to Procrastinate Course Assignments

METHODS

Population and Sample

The population in this study were all students of the Faculty of Economics at Sanata Dharma University. The sampling method used is non-probability sampling with a purposive sampling technique. In non-probability sampling, not all elements have the same chance of being selected for the sample. The criteria for becoming a sample in this study were students from the classes of 2020 and 2021. The sample size in this study was 150 respondents.

The type of research used in this study is quantitative and uses primary data, namely surveys. (Sugiyono, 2017) The survey was carried out by distributing questionnaires via the Google form. The research design uses a correlation study. Correlational research is research that is used to determine the relationship and level of relationship between two or more variables without any attempt to influence these variables, so that there is no variable manipulation. (Ibrahim et al., 2018). In correlational research, the dependent and independent variables are needed. The independent variables in this study are self-efficacy (X1), time management (X2), and self-motivation (X3). while the dependent variable in this study is task procrastination (Y). Multiple linear regression analysis was used to test the research hypothesis.

RESULTS AND DISCUSSIONS

This study used the Pearson correlation analysis method by processing the data from the questionnaire. The analysis technique begins with testing the data instrument, consisting of the validity test and the data reliability test. Each study uses a validity test to determine the validity of a research instrument. The Pearson Product Moment formula is used to determine the validity of the count > table test results. This study used a sample of 150 respondents and calculated $df = (N-2)$ with a significance level of 5%, or 0.05, resulting in an r table of 0.1339. The results of the data that have been tested for validity are as follows:

Table 1. Validity Test Results

Variable	Point	r_{hitung}	Note
Self Efficacy (X1)	1	0,408	Valid
	2	0,444	Valid
	3	0,429	Valid
	4	0,475	Valid
	5	0,443	Valid
	6	0,427	Valid
	7	0,479	Valid
	8	0,409	Valid
Time Management (X2)	1	0,4	Valid
	2	0,321	Valid
	3	0,485	Valid
	4	0,374	Valid
	5	0,303	Valid
	6	0,509	Valid
	7	0,538	Valid

Variable	Point	r_{hitung}	Note
	8	0,406	Valid
	9	0,42	Valid
	10	0,525	Valid
Self Motivation (X3)	1	0,431	Valid
	2	0,483	Valid
	3	0,451	Valid
	4	0,445	Valid
	5	0,508	Valid
	6	0,417	Valid
	7	0,439	Valid
	8	0,486	Valid
	9	0,47	Valid
	10	0,5	Valid
Academic Procrastination (Y)	1	0,585	Valid
	2	0,578	Valid
	3	0,53	Valid
	4	0,544	Valid
	5	0,763	Valid
	6	0,748	Valid
	7	0,702	Valid
	8	0,381	Valid
	9	0,573	Valid
	10	0,6	Valid

Source: Primary data processed, 2022

After the data is declared valid, the next test is the reliability test. The reliability test is used to show the consistency of the measurement results and their reliability. The reliability test uses the Cronbach's alpha formula. It can be declared reliable if the Cronbach's Alpha value is > 0.60 and the results of testing the data are as follows:

Table 2. Reliability Test Results

Variabel	N of Items	Cronbach's Alpha	Note
Self Efficacy	8	0.782	Reliabel
Time Management	10	0.811	Reliabel
Self-motivation	10	0.859	Reliabel
Academic Procrastination	10	0.805	Reliabel

Source: Primary data processed, 2022

The following step is to conduct a normality test. The normality test is carried out to determine whether the residuals are normally distributed or not. The normality test uses the Kolmogorov-

Smirnov one-sample on the basis of a normality test decision based on a significance level of > 0.05 or 5%. The results of the data normality test in Table 3 have an asymp.sig value of 0.200, which is greater than the 5% significance level (0.200 > 0.05). This shows that the distribution of data can be said to be normal.

Table 3. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		150
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.07491468
Most Extreme Differences	Absolute	.060
	Positive	.041
	Negatif	-.060
Test Statistic		.060
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Source: Primary data processed, 2022

After the data were declared valid, reliable, and normal, they were analyzed for correlation using the Pearson correlation method with the one-tailed test. One-tailed analysis is used because the three hypotheses in this study are known to be negative, which has been explained in the introductory chapter above. The following Table 4 presents the results regarding the correlation test.

Table 4. Pearson One Tailed Correlation Test Results

Correlations

		Self Efficacy	Time Management	Self Motivation	Academic Procrastination
Self Efficacy	Pearson Correlation	1	.624**	.560**	-.260**
	Sig. (1-tailed)		.000	.000	.001
	N	150	150	150	150
Time Management	Pearson Correlation	.624**	1	.607**	-.170*
	Sig. (1-tailed)	.000		.000	.019
	N	150	150	150	150
Self Motivation	Pearson Correlation	.560**	.607**	1	-.285**
	Sig. (1-tailed)	.000	.000		.000
	N	150	150	150	150
Academic Procrastination	Pearson Correlation	-.260**	-.170*	-.285**	1
	Sig. (1-tailed)	.001	.019	.000	
	N	150	150	150	150

Source: Primary data processed, 2022

A correlation test was conducted to find out whether there is a relationship between the variables self-efficacy (X1), time management (X2), and self-motivation (X3) and the variable academic procrastination (Y). The interpretation of the data will describe three aspects, namely, the significance of the relationship, the direction of the relationship, and the tightness of the relationship. Based on table 4 above, it can be explained as follows:

Relationship of Self-Efficacy (X1) to Academic Procrastination (Y)

Based on the results of data processing, it is known that the significance value (1-tailed) is 0.001 below the specified significant value of 0.05, so self-efficacy has a significant relationship to academic procrastination, and the Pearson correlation result is -0.260. The minus sign indicates that the relationship is negative or reversed. The figure is 0.260 if it is percentized, then it becomes 2.60; the rate at the closeness level of correlation, according to Sugino, is at a weak level. Based on this interpretation, it can be concluded that self-efficacy has a weak but significant negative relationship to academic procrastination; the higher the self-efficacy possessed by a student, the more likely the student is to have low academic procrastination.

Numerous scholarly investigations have been conducted to explore the correlation between self-efficacy and academic procrastination. The following are several significant discoveries: Self-efficacy has been identified as a potential mitigating factor in relation to the occurrence of academic procrastination. According to (Mostafa, 2018) research, an investigation conducted on middle school children with learning difficulties revealed a significant correlation between elevated levels of self-efficacy and reduced instances of academic procrastination. In a similar vein, (Cerino, 2014a) discovered that there is a negative correlation between elevated levels of self-efficacy and the propensity for procrastination among individuals enrolled in higher education. Low levels of self-efficacy have been identified as a potential risk factor for engaging in academic procrastination. According to a study conducted by (da Silva et al., 2020), there exists a positive correlation between elevated levels of academic procrastination and low self-efficacy among college students. (Kiamarsi & Abolghasemi, 2014) discovered in their research that there exists a positive correlation between low self-efficacy and increased levels of procrastination, among other psychological vulnerabilities, within the college student population. The construct of self-efficacy has the potential to interact with various elements, hence exerting an influence on the occurrence and extent of academic procrastination. A research investigation conducted on a sample of college students revealed that the association between self-efficacy and procrastination was subject to the moderating influence of academic motivation. According to (Cerino, 2014a), a positive correlation was found between higher levels of self-efficacy and lower levels of procrastination. However, this association was observed only among students who exhibited high levels of academic motivation. In aggregate, the aforementioned findings indicate that self-efficacy can exert a significant influence on the phenomenon of academic procrastination. Elevated levels of self-efficacy have been found to potentially serve as a protective factor against the tendency to engage in procrastination, whereas diminished self-efficacy may be associated with an increased susceptibility to procrastination. It is also important to keep in mind that other external factors, such as academic motivation, may have an impact on the relationship between self-efficacy and procrastination.

Relationship of Time Management (X2) to Academic Procrastination (Y)

Based on the results of data processing, it is known that the significance value (1-tailed) is 0.019 below the specified significant value of 0.05, so time management has a significant relationship to academic procrastination, and the Pearson correlation result is -0.170. The minus sign indicates that the relationship is negative or reversed. The figure is 0.170; if it is percentized, then it becomes 1.70; the rate at the closeness level of correlation, according to (Sugiyono, 2017) is

at a very weak level. Based on this interpretation, it can be concluded that time management has a very weak and significant negative relationship to academic procrastination; the better the time management skills possessed by a student, the more likely the student is to have low academic procrastination.

Academic procrastination and time management are negatively correlated, according to several studies. A study conducted on university students revealed the presence of a moderately negative link between time management and academic procrastination (Aribas, 2021). (Rudi Irwansyah et al., 2021) conducted a study that revealed a noteworthy inverse correlation between time management and academic procrastination among college students. A study conducted revealed that people who engage in procrastination frequently experience difficulties effectively managing their time. This implies that deficient time management abilities may be a contributing factor to the phenomenon of academic procrastination. Nayak's study on undergraduate nursing students revealed a noteworthy and beneficial association between time management skills and levels of academic stress (Nayak, 2019). This implies that although efficient time management can be essential in mitigating procrastination tendencies, it has the potential to elevate stress levels if not executed proficiently. In light of the aforementioned data, it can be inferred that effective time management holds significant implications for the phenomenon of academic procrastination. Inadequate time management abilities have the potential to contribute to the phenomenon of procrastination, while the use of efficient time management strategies can aid in its mitigation. Nevertheless, it is crucial to acknowledge that inadequate implementation of time management strategies might potentially exacerbate stress levels. Hence, the cultivation of proficient time management abilities among students is crucial in order to efficiently handle their academic responsibilities and mitigate tendencies towards procrastination.

Relationship of Self-Motivation (X3) to Academic Procrastination (Y)

Based on the results of data processing, it is known that the significance value (1-tailed) is 0.000 below the specified significant value of 0.01, so self-motivation has a significant relationship to academic procrastination, and the Pearson correlation result is -0.285. The minus sign indicates that the relationship is negative or reversed. If the figure is percentized, it becomes 2.85; according to (Sugiyono, 2017) the rate at which the closeness level of correlation is reached is moderate. Based on this interpretation, it can be concluded that self-efficacy has a moderately significant negative relationship to academic procrastination; the higher the self-motivation of a student, the more likely the student is to have low academic procrastination.

Numerous studies have examined the correlation between self-motivation and academic procrastination. The search results indicate the following findings: The phenomenon of academic procrastination is frequently linked to behaviors that undermine one's own progress, a diminished sense of self-worth, feelings of sadness, and ultimately, subpar academic performance (Vij & Lomash, 2014). This observation suggests that a deficiency in self-motivation could potentially be a contributing factor to the phenomenon of academic procrastination. According to (Cerino, 2014b), there is a positive correlation between academic success and achievement motivation as well as self-efficacy. Conversely, a negative association has been shown between procrastination and academic performance. This finding indicates that individuals with higher levels of self-motivation are likely to exhibit fewer tendencies toward academic procrastination. According to (Cerino, 2014a), there is a hypothesized negative association between academic motivation, self-efficacy, and academic procrastination. This finding implies that individuals with higher levels of self-motivation and self-efficacy tend to have lower levels of academic procrastination. The examination of the relationship between academic self-efficacy and perceived competence in the context of procrastination can contribute to the identification of students who may be susceptible to this behavior (da Silva et al., 2020). This suggests that self-motivation and self-efficacy are

significant factors in academic procrastination and can serve as markers for identifying students who are more likely to engage in procrastination. In general, the findings of the search indicate a negative correlation between self-motivation and academic procrastination. There exists a negative correlation between elevated levels of self-motivation and self-efficacy and reduced levels of procrastination. Conversely, a dearth of self-motivation may be a contributing factor to heightened levels of procrastination. Promoting self-motivation and cultivating self-confidence in one's capabilities have demonstrated efficacy in mitigating academic procrastination.

Based on the conclusions from the results of the correlation test, the three independent variables, namely self-efficacy, time management, and self-motivation, have a significant negative relationship with academic procrastination. Therefore, the three hypotheses that have been determined in this study are fulfilled. However, in terms of closeness, the three variables are still in the medium and weak categories in terms of their closeness to academic procrastination, implying that while they have a significant negative relationship, it is not very strong. As a result, it can be concluded that there are still other factors that can influence student academic procrastination.

CONCLUSIONS

The conclusions from the results of data processing in this study are that (1) self-efficacy has a significant negative relationship with academic procrastination, (2) time management has a significant negative relationship with academic procrastination, and (3) self-motivation has a significant negative relationship with academic procrastination. The level of closeness of the relationship is weak to moderate.

The advice that can be given based on the results of this research data processing is the first for Higher Education (PT), active and preventive efforts are needed to increase student awareness not to do academic procrastination. Three factors, namely efficacy, time management and self-motivation have been shown to have a negative relationship with academic procrastination, this can be a focus for PT to carry out student self-development programs with a focus on improving student skills so that they will increase self-efficacy, ability to manage time and good self-motivation either intrinsic or extrinsic. This statement is relevant with (Fridayani et al., 2023) that said Aside from the necessity of personal branding as a strength and added value that individuals possess, it is also crucial to have cooperation skills. The development of collaborative abilities will greatly aid the young generation's preparation for employment.

This is also very important as a provision for students to enter the world of work, because today's organizations are very focused on developing their human resources (Kusuma & Fridayani, 2022). Students as objects in this research should also make this research a reference in order to reduce delaying activities related to academic matters, because in the end this will be self-defeating. Students personally need to strive for high self-efficacy, learn to manage time wisely and always maintain high motivation related to academic matters and also thinking with creativity (Fridayani et al., 2022). This will greatly assist students in reducing activities that procrastinate tasks and responsibilities in academic matters.

Suggestions for further research are to add other factors that can suppress student academic procrastination, these suggestions can be obtained through qualitative research by exploring students' views again, you can also use other methods such as influence testing and adding moderating variables and intervening variables to further sharpen results study.

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