



THE MODERATING ROLE OF PEER SOCIAL SUPPORT ON THE EFFECT OF SELF-CONTROL ON ACADEMIC PROCRASTINATION

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Abstrak

Penelitian ini bertujuan untuk menganalisis peran moderasi dukungan sosial teman sebaya terhadap pengaruh kontrol diri terhadap prokrastinasi akademik mahasiswa. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei eksplanatif. Sampel penelitian melibatkan 221 mahasiswa Jurusan Pendidikan Ekonomi Universitas Siliwangi tahun akademik 2024/2025 yang diambil dengan menggunakan teknik proporsional stratified sampling. Pengumpulan data dilakukan melalui angket dengan skala likert. Analisis data menggunakan Moderated Regression Analysis (MRA). Hasil penelitian menunjukkan bahwa: (1) kontrol diri berpengaruh negatif signifikan terhadap prokrastinasi akademik dengan koefisien regresi sebesar -0,435 pada taraf signifikansi $0,001 < 0,05$; (2) dukungan sosial teman sebaya berperan sebagai moderator murni dalam hubungan antara kontrol diri dengan prokrastinasi akademik, dengan koefisien interaksi sebesar -0,017 pada taraf signifikansi $0,002 < 0,05$; (3) Secara simultan, pengendalian diri, dukungan sosial teman sebaya, dan interaksi keduanya berpengaruh signifikan terhadap prokrastinasi akademik dengan nilai F hitung sebesar 7,272 pada tingkat signifikansi $0,000 < 0,05$. Penelitian ini berkontribusi pada pengembangan intervensi untuk mengurangi prokrastinasi akademik dengan mempertimbangkan faktor internal dan eksternal mahasiswa.

Kata Kunci: kontrol diri, prokrastinasi akademik, dukungan sosial teman sebaya

Abstract

This study aims to analyze the moderating role of peer social support on the effect of self-control on student academic procrastination. The study used a quantitative approach with an explanatory survey method. The research sample involved 221 students of the Economics Education Department of Siliwangi University in the 2024/2025 academic year who were taken using proportional stratified sampling techniques. Data collection was carried out through a questionnaire with a Likert scale. Data analysis using Moderated Regression Analysis (MRA). The results showed that: (1) self-control has a significant negative effect on academic procrastination with a regression coefficient of -0.435 at a significance level of $0.001 < 0.05$; (2) peer social support acts as a pure moderator in the relationship between self-control and academic procrastination, with an interaction coefficient of -0.017 at a significance level of $0.002 < 0.05$; (3) simultaneously, self-control, peer social support, and their interaction have a significant effect on academic procrastination with a

calculated F value of 7.272 at a significance level of 0.000 < 0.05. This study contributes to the development of interventions to reduce academic procrastination by considering internal and external factors of students.

Keywords: self-control, academic procrastination, peer social support

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INTRODUCTION

The higher education environment requires students to be able to fulfill various academic obligations, such as completing assignments, compiling papers, and preparing for exams. Ideally, students are expected to complete their studies within four years or eight semesters, in accordance with the academic guidelines for undergraduate education. However, the reality in the field shows that not all students are able to meet these targets. Many of them face obstacles in completing courses or improving grades, which leads to an extension of the study period (Atti et al., 2021). This condition is also seen in students of the Department of Economic Education at Siliwangi University, where internal data shows that the average study period for students who graduated in 2021 reached 4 years 7 months 23 days, while in 2022 it was 4 years 6 months 25 days, and in 2023 the average was 4 years 6 months 26 days. The length of the study period reflects difficulties in managing time and completing academic obligations.

The high level of delay in completing assignments is also a clear indicator of academic procrastination. The survey showed that 73% of students delayed working on papers, 76.8% delayed reading references, 61.8% delayed learning activities, 54.4% delayed completing academic administration, and 56.8% were often late for class (Suhadianto & Pratitis, 2020). This habit causes new students to complete assignments in urgent situations, close to the collection deadline. This procrastination behavior is known as academic procrastination, which is the tendency to postpone work even though individuals are aware of the potential negative effects of procrastination (Steel in Nurfadhilah et al., 2023)). The adverse impact of academic procrastination is not only seen in the form of accumulated tasks, but also lowers self-confidence, reduces self-control, and raises negative views from the social environment (Ghufron & Suminta, 2022). This phenomenon has become a common habit among students, including in the Economics Education Department of Siliwangi University.

Preliminary data revealed that the level of academic procrastination among students in the department was quite varied. In the survey conducted, students of class 2022 showed that 55.6% of them postponed assignments 3-4 times a month, while another 23.8% did it almost all the time. The 2024 students showed a more striking trend, with 33.3% of them stating that they postponed assignments for no apparent reason (dysfunctional procrastination). This finding confirms that academic procrastination is not only a bad habit, but also reflects psychological and social problems among students. The frequency categories of procrastination in the survey refer to the General Procrastination Scale (GPS) developed by Lodha et al. (2019) and classified based on five categories according to Vagias (2006). These categories include: never (never postpone tasks), almost never (1-2 times a month), occasionally/sometimes (3-4 times a month), almost all the time (>4 times a month), and all the time (postpone almost all tasks).

Procrastination is not always negative, because in some contexts procrastination can have a positive meaning. Ferrari et al. (in Muntazhim, 2022) distinguish procrastination into two forms, namely positive and negative procrastination. Positive procrastination is done as a strategy to avoid hasty decisions, giving more time to formulate a mature solution. In contrast, negative procrastination is more often associated with laziness or lack of motivation in completing tasks, which ultimately has an impact on reducing academic performance, quality of life, and student achievement (Manune et al., 2020).

The factors that influence academic procrastination can be categorized into two, namely internal and external factors (Muâlima, 2021). Internal factors include self-regulated learning, self-efficacy, time management, and self-control. Meanwhile, external factors include the support provided by the environment, such as family and peers. Among these factors, self-control is a key aspect that has a major influence in reducing academic procrastination. Self-control refers to an individual's ability to control, direct, and regulate behavior to achieve positive long-term goals (Nurhapsa & Azizah, 2024).

Previous research revealed that self-control has a significant negative correlation with academic procrastination (Rachmawan et al., 2021; Abdillah et al., 2024). However, some other studies show different results, where the relationship between the two variables is not found significantly (Doni & Pedhu, 2022). This difference in results creates a research gap that requires further study.

In addition to internal factors, social support from peers is an external factor that has the potential to influence academic procrastination behavior. This social support provides a feeling of being accepted, valued, and recognized, which can motivate individuals to develop their potential optimally (Sudarman & Reza, 2021). This support becomes increasingly important in late adolescence and early adulthood, where social interactions with peers play a large role in the development of personality and social skills (Hurlock in Mudak & S. Manafe, 2023). The role of peers in an individual's social development has been demonstrated in various studies. Conger (in Mudak & S. Manafe, 2023) asserts that in this phase of development, peer influence is often more dominant than parents. Study Akerina & Wibowo (2022) showed an insignificant negative correlation between peer social support and academic procrastination among Papuan students. In addition, research by Bahridah et al. (2023) found that increased peer social support is positively associated with increased self-control, which in turn can reduce the tendency of academic procrastination.

Studies on academic procrastination have been widely conducted in various countries such as China (Wang et al., 2021), Malaysia (Kassim et al., 2022), and Japan (Nomura & Ferrari, 2021). In Indonesia itself, similar research has also been conducted quite a lot, for example on students of Universitas Negeri Manado (Soben et al., 2021) and Universitas Negeri Makassar (Lukman et al., 2024). However, research on academic procrastination among students of the Economics Education Department is still rare.

As one of the state universities in Indonesia, Siliwangi University has an Economics Education Department that faces various academic challenges. Academic demands such as course work, teaching practice, exam preparation, and other tasks can trigger procrastination behavior. Therefore, this study is important to understand the factors that contribute to academic procrastination in this environment. Based on previous studies as well, there are indications that self-control and peer social support play a role in influencing academic procrastination. However, research results related to these relationships still show inconsistencies.

This study uses the Temporal Motivation Theory (TMT) developed by Steel & König (2006a). TMT combines various motivational concepts to explain why people tend to delay work. This theory focuses on four main aspects, namely expectancy, value, sensitivity to delay, and impulsiveness (Steel, 2007). In the context of academic procrastination, low self-control reflects high impulsiveness, which makes individuals more likely to choose activities that provide instant gratification rather than completing academic tasks.

On the other hand, peer social support contributes to increasing the expectancy and value of a task, so that individuals are more motivated and confident in completing their academic obligations (Rahadiansyah & Chusairi, 2021). Thus, peer social support acts as a moderating variable that strengthens the relationship between self-control and academic procrastination. Therefore, the hypothesis in this study is as follows:

- H₁ : There is a significant effect of self-control on academic procrastination in students of the Department of Economic Education, Siliwangi University.
- H₂ : Peer social support can moderate the effect of self-control on academic procrastination in students of the Department of Economic Education, Siliwangi University.
- H₃ : There is a significant influence between self-control, peer social support, and interaction variables of self-control and peer social support together on academic procrastination.

METHODS

This research uses a quantitative approach with an explanatory survey method. Sukardi (2021) explains that research methodology is a systematic action and planning carried out to solve problems that are useful for society and researchers themselves. The quantitative approach in this study aims to measure the relationship between the independent variable (self-control), the dependent variable (academic procrastination), and the moderating variable (peer social support) using number-based data analysis and statistics (Nashrullah et al., 2023). The survey method, as expressed (Amirullah, 2022), is a method of collecting data by asking structured questions to samples from the population to obtain relevant information.

The population in this study were active students of the Economics Education Department of Siliwangi University in the 2024/2025 academic year with a total of 494 students. This population consists of students from 2021 to 2024. The sampling technique uses proportional stratified sampling, which according to (Johnson & Christensen, 2012) is a technique that allows each individual in the population to have an equal chance of becoming a sample with a certain proportion distribution. To determine the number of samples, the Slovin formula was used (Santoso, 2023) with an error tolerance level of 5%, so that 221 respondents were obtained which were proportionally distributed in each batch.

The research instrument in this study was a questionnaire that was prepared based on three main variables, namely self-control, academic procrastination, and peer social support. The questionnaire uses a Likert scale with five answer options, as suggested by Budiastuti & Bandur (2018), which allows respondents to choose their level of agreement with the proposed statements. The self-control instrument was prepared referring to the dimensions proposed by Ghufroon & Suminta (2017), the academic procrastination instrument used the Procrastination Assessment Scale for Students (PASS) developed by Solomon & Rothblum (Lodha et al., 2019), while the peer social support instrument adopted the Social Provisions Scale (SPS) developed by Weiss (Haugan & Eriksson, 2021).

Before being used, the research instruments were tested for validity and reliability. The validity test uses the product moment correlation technique, in accordance with Arikunto's opinion (Wahyuning, 2021), which states that a test is considered valid if it is able to measure what should be measured. The validity test results showed that out of a total of 85 statement items, 77 items were declared valid. Meanwhile, the reliability test was carried out using the Cronbach's Alpha formula, which according to Wahyuning (2021), reliability is considered adequate if the Cronbach's Alpha value is > 0.70 . The reliability test results show that all variables have a good level of consistency with a Cronbach's Alpha value of 0.909 for academic procrastination, 0.774 for self-control, and 0.920 for peer social support, respectively.

The collected data were analyzed using statistical analysis techniques with the help of SPSS version 24 software. Before testing the hypothesis, a prerequisite test was conducted to ensure that the data met the eligibility requirements for statistical analysis. This prerequisite test includes normality test, multicollinearity test, and heteroscedasticity test. The normality test is conducted to determine whether the data is normally distributed or not, using the Kolmogorov-Smirnov test. A. A. Ibrahim et al. (2018) state that data is considered normally distributed if the significance level is > 0.05 , while if the significance level is < 0.05 , the data is considered not normally distributed. The multicollinearity test aims to identify the existence of a strong relationship between independent variables in the regression model. According to Ghazali (2017), multicollinearity detection is done by observing the Tolerance value and Variance Inflation Factor (VIF). If Tolerance < 0.10 and VIF > 10 , then there is high multicollinearity; conversely, if Tolerance > 0.10 and VIF < 10 , then multicollinearity is not detected.

Meanwhile, the heteroscedasticity test is used to test whether there is an inequality of residual variance in the regression model. Maudina et al. (2020) explain that a good regression model is a model that does not contain heteroscedasticity.

After the prerequisite test is fulfilled, a statistical analysis test is carried out using Moderated Regression Analysis (MRA). Ghazali (2017) explains that MRA is a method used to test the effect of moderating variables in strengthening or weakening the relationship between the independent variable (self-control) and the dependent variable (academic procrastination). This test is carried out by comparing three regression equations to determine the characteristics of the moderating variable. The following are the three equations according to Ghazali (2017):

$$Y_i = \alpha + \beta_1 X_i + \varepsilon \quad (1)$$

$$Y_i = \alpha + \beta_1 X_i + \beta_2 Z_i + \varepsilon \quad (2)$$

$$Y_i = \alpha + \beta_1 X_i + \beta_2 Z_i + \beta_3 X_i * Z_i + \varepsilon \quad (3)$$

In addition, a determination coefficient (R^2) test is conducted to measure how much of the proportion of the variation in the dependent variable can be explained by the independent variable. The R^2 value ranges from 0 to 1, where the closer it is to 1, the greater the influence of the independent variable on the dependent variable. Then the hypothesis test is carried out through a partial test (t-test) and a simultaneous test (F-test). The t-test is used to test the influence of each independent variable on the dependent variable partially, with testing criteria based on the significance value and the comparison between t count and t table. The F-test is used to test the influence of independent variables simultaneously on the dependent variable, with testing criteria based on the significance value and the comparison between F count and F table.

RESULTS AND DISCUSSION

Result

Based on the results of data collection that has been carried out on 221 students of the Department of Economics Education, Siliwangi University in 2024/2025 through the distribution of questionnaires via the Google Form link, the results obtained in the classical assumption test after processing using SPSS version 24 are as follows:

Table 1. Normality Test Results

Variable	Test Statistic	Asymp. Sig. (2-tailed)	Conclusion
Unstandardized Residual	0,056	0,086	Normally Distributed

Source: Researcher Data Processing Results, 2025

In the table above, it shows that the significance value (Asymp. Sig 2-tailed) is 0.086, greater than 0.05. Thus, it can be concluded that the data in this study is normally distributed.

Table 2. Multicollinearity Test Results

Variable	Tolerance	VIF	Conclusion
Self-Control	0,616	1,622	No Multicollinearity Occurs
Peer Social Support	0,616	1,622	No Multicollinearity Occurs

Source: Researcher Data Processing Results, 2025

The table above shows that all independent variables have a Tolerance value of 0.616 and a VIF value of 1.622. This indicates that all independent variables have a Tolerance value above 0.10 and a Variance Inflation Factor (VIF) value below 10. Thus, there is no multicollinearity symptom in the regression model used.

Table 3. Heteroscedasticity Test Results

Model	Variable		Sig.	Conclusion
	Independent	Dependent		
X to Y	Self-control	Academic Procrastination	0,214	No Heteroscedasticity Occurs
Z to Y	Peer Social Support	Academic Procrastination	0,357	No Heteroscedasticity Occurs

Source: Researcher Data Processing Results, 2025

In the table above, it shows that all variables have a significance value above 0.05, where it can be seen that the self-control variable has a significance value of 0.214 and the peer social support variable has a significance value of 0.357. So it can be concluded that there is no symptom of heteroscedasticity in this regression model.

Moderated Regression Analysis

This study used Moderated Regression Analysis (MRA) to test the moderating role of peer social support on the influence of self-control on academic procrastination. The analysis was conducted in three stages of regression equations as follows:

First Regression Equation: The Effect of Self-Control on Academic Procrastination

The first regression equation tests the direct effect of self-control on academic procrastination. The results of the analysis are shown in Table 4.

Table 4. Results of the First Regression Equation Analysis

Variable	Regression coefficient	Std. Error	t	Sig.
Constants	115,705	8,260	14,008	0,000
Self-control	-0,435	0,127	-3,421	0,001

Source: Researcher Data Processing Results, 2025

Based on the results of the analysis, the regression equation is obtained:

$$Y_i = 115,705 - 0,435X + \varepsilon$$

The regression coefficient is negative (-0.435) and significant ($0.001 < 0.05$), indicating that self-control has a significant negative effect on academic procrastination. This means that the higher the student's self-control, the lower the level of academic procrastination.

Second Regression Equation: The Effect of Self-Control and Peer Social Support on Academic Procrastination

The second regression equation analyzes the effect of self-control and peer social support on academic procrastination. The results of the analysis are shown in Table 5.

Table 5. Results of the Second Regression Equation Analysis

Variable	Regression coefficient	Std. Error	t	Sig.
Constants	115,522	8,476	14,008	0,000
Self-control	-0,445	0,162	-3,421	0,001
Peer Social Support	0,009	0,094	0,100	0,920

Source: Researcher Data Processing Results, 2025

Based on the results of the analysis, the regression equation was obtained:

$$Y_i = 115,522 - 0,445X + 0,009Z + \varepsilon$$

Based on the results of the analysis, the regression equation was obtained: The results show that self-control still has a significant negative effect on academic procrastination with a coefficient of -0.445 (Sig. 0.001 < 0.05). Meanwhile, peer social support does not have a significant effect on academic procrastination with a coefficient of 0.009 (Sig. 0.920 > 0.05).

Third Regression Equation: The Effect of Interaction between Self-Control and Peer Social Support on Academic Procrastination

The third regression equation tests the interaction between self-control and peer social support on academic procrastination. The results of the analysis are shown in Table 6.

Table 6. Results of the Third Regression Equation Analysis

Variable	Regression coefficient	Std. Error	t	Sig.
Constants	25.594	30.060	0.851	0.395
Self-control	0.958	0.478	2.005	0.046
Peer Social Support	1.085	0.358	3.034	0.003
Self-control* Peer Social Support	-0.017	0.005	-3.113	0.002

Source: Researcher Data Processing Results, 2025

Based on the analysis results, the moderation regression equation was obtained:

$$Y_i = 25,594 + 0,958X + 1,085Z - 0,017XZ + \varepsilon$$

The results show that the interaction coefficient of self-control with peer social support is negative (-0.017) and significant (0.002 < 0.05). This indicates that peer social support significantly moderates the effect of self-control on academic procrastination.

The determination coefficient test was conducted to determine the level of model ability in explaining variations in the dependent variable. The test results are shown in Table 7.

Table 7. Results of the Moderation Regression Determination Coefficient Test

Model	r	R Square
Equality 1	0,225	0,051
Equality 2	0,225	0,051
Equality 3	0,302	0,091

Source: Researcher Data Processing Results, 2025

In the first equation, the R Square value of 0.051 indicates that self-control can explain 5.1% of the variation in academic procrastination, while the rest is explained by other factors outside the research model. In the second equation, the R Square value remains at 0.051, confirming that peer social support does not provide a significant contribution when entered as an independent variable.

In the third equation with moderation interaction, the R Square value increases to 0.091, meaning the model can explain 9.1% of the variation in academic procrastination. This 4% increase indicates that the interaction of self-control and peer social support provides additional contributions in explaining the variation in academic procrastination.

Hypothesis Testing

Hypothesis 1: There is a significant influence of self-control on academic procrastination

The first hypothesis tests the effect of self-control on academic procrastination. The test results are shown in Table 8.

Table 8. Results of the First Hypothesis Test (t-Test)

Variable	t _{tabel}	t _{hitung}	Sig.	Conclusion
Self-control	1,971	-3,421	0,001	H ₁ diterima

Source: Researcher Data Processing Results, 2025

The results of the t-test show a value of -3.421 which is smaller than -t_{table} ($\alpha/2; n-k, 0.05/2; 221-1, 0.025; 220$) of -1.971, and a significance value of $0.001 < 0.05$. The criteria for the t-test with a negative slope t are as follows:

1. If the value of $-t_{count} < -t_{table}$, then the hypothesis is accepted, meaning that the independent variable has a significant effect on the dependent variable.
2. If the value of $-t_{count} > -t_{table}$, then the hypothesis is rejected, meaning that the independent variable does not have a significant effect on the dependent variable.

Based on these results, H₁ is accepted, which means that there is a significant effect of self-control on academic procrastination in students. The negative regression coefficient (-0.435) in Table 4 indicates a negative relationship, where the higher the self-control, the lower the level of academic procrastination.

Hypothesis 2: Peer social support can moderate the influence of self-control on academic procrastination

The second hypothesis tests the moderating role of peer social support on the influence of self-control on academic procrastination. The test results are shown in Table 9.

Table 9. Results of the Second Hypothesis Test (Moderation Test)

MRA Results	Variable	t _{tabel}	t _{hitung}	Sig
First Estimate	Peer Social Support	1,971	0,100	0,920
Second Estimate	Self-Control* Peer Social Support		-3,113	0,002

Source: Researcher Data Processing Results, 2025

The results show that the peer social support variable does not have a significant effect on academic procrastination with a t-value of 0.100 smaller than the t-table ($\alpha/2; n-k, 0.05/2; 221-2, 0.025; 219$) of 1.971, and a Sig. value of $0.920 > 0.05$. However, the interaction between self-control and peer social support has a significant effect on academic procrastination with a t-value of -3.113 smaller than the t-table of -1.971, and a Sig. value of $0.002 < 0.05$. Based on the criteria for moderation variables according to Ghazali (2017), peer social support can be categorized as a pure moderator, namely a variable that interacts with the predictor variable (self-control) without being a predictor itself. Thus, H₂ is accepted, which means that peer social support moderates the effect of self-control on academic procrastination.

Hipotesis 3: There is a significant influence between self-control, peer social support, and interaction variables of self-control and peer social support together on academic procrastination

The third hypothesis tests the simultaneous effect of self-control, peer social support, and their interaction on academic procrastination. The test results are shown in Table 10.

Table 10. Results of the Third Hypothesis Test (F Test)

Model	F _{tabel}	F _{hitung}	Sig.
1	3,04	7.272	0,000

Source: Researcher Data Processing Results, 2025

The results of the F test show a calculated F value of 7.272 and F_{table} ($k-1; n-k, 3-1; 221-3, 2; 218$) of 3.04 with a significance of $0.000 < 0.05$. Thus, H₃ is accepted, which means that self-control, peer social support, and the interaction of both together have a significant effect on academic procrastination.

Discussion

The Effect of Self-Control on Academic Procrastination

The results of the analysis show that self-control has a negative and significant effect on academic procrastination in students, with a regression coefficient of -0.435 ($p < 0.05$). This finding indicates that every increase in students' self-control ability will be followed by a decrease in academic procrastination behavior. Students who have better self-control abilities have been shown to be able to reduce the tendency to delay completing academic tasks.

These results are in line with the principles of Temporal Motivation Theory (TMT) developed by Steel & König (2006), which explains that individuals with high self-control have better abilities in managing aspects of sensitivity to delay/impulsiveness. Steel (2007) emphasized that lack of self-control reflects high sensitivity to delay, which is an important component in TMT. When students have good self-control, they can more effectively control impulsivity and manage academic task priorities.

The findings of this study are consistent with several previous studies. [Ananti et al. \(2024\)](#) found a significant linear relationship between self-control and academic procrastination, where individuals with low self-control tend to have difficulty managing time, setting priorities, and maintaining focus on academic tasks. [Yue et al. \(2024\)](#) also identified self-control as a negative predictor of academic procrastination, using a sample of 446 college students in China. [Yu et al. \(2024\)](#) study on Korean students confirmed a significant negative relationship between self-control and academic procrastination, with time management factors and social media addiction tendencies as moderators.

However, there is a study by [Doni & Pedhu \(2022\)](#) which found different results, namely there was no significant effect between self-control and academic procrastination in students of the Elementary School Teacher Education Study Program. This difference may be due to the characteristics of the research subjects, such as differences in the level of academic demands or other external factors. For example, intensive guidance from lecturers, strict curriculum demands, and a schedule-based assessment system can reduce the dominant influence of self-control on procrastination.

Although the results of the analysis showed a significant influence, the relatively low coefficient of determination (R^2) value (5.1%) indicated that self-control is not the only factor that determines academic procrastination. There is still 94.9% of the variation in academic procrastination explained by other factors outside the research model. This reflects the complexity of the phenomenon of academic procrastination which is influenced by various internal and external factors.

The Moderating Role of Peer Social Support on the Influence of Self-Control on Academic Procrastination

The results of the moderation analysis indicate that peer social support acts as a pure moderator in the relationship between self-control and academic procrastination. The interaction coefficient between self-control and peer social support is negative (-0.017) and significant ($p < 0.05$), indicating that peer social support strengthens the negative influence of self-control on academic procrastination.

This finding indicates that peer social support does not directly affect academic procrastination as indicated by the insignificant direct effect of social support in the second regression equation, but interacts with self-control in influencing procrastination behavior. The increase in the R^2 value from 5.1% in the first model to 9.1% in the third model confirms that the interaction between self-control and peer social support provides additional contributions in explaining variations in academic procrastination.

In the context of TMT, the interaction between self-control and peer social support can affect academic procrastination through three main aspects. First, in the expectancy aspect, social support can strengthen the influence of self-control on students' confidence in completing tasks. When students have good self-control and receive support from peers, they tend to have higher confidence in completing tasks. Second, related to the value aspect, the interaction between self-control and social support affects how students view the value of academic tasks. When students have good self-control and receive positive support, they tend to view academic tasks as more valuable. Third, in the context of sensitivity to delay, social support can help students with good self-control to more effectively manage impulsivity.

The role of peer social support as a pure moderator strengthens the TMT proposition that external factors can influence how individuals manage aspects of procrastination. Social support does not directly reduce procrastination, but plays a role in strengthening the influence of self-control on procrastination through increasing expectancy, strengthening value, and reducing impulsiveness.

The results of this study provide a different perspective from several previous studies. [Ibrahim & Ertina \(2019\)](#) and [Wahyuningsih et al. \(2022\)](#) found a negative direct relationship between peer social support and academic procrastination, where the higher the social support received, the lower the level of procrastination. In contrast, this study found that peer social support acted as a pure moderator without a significant direct effect. The findings of this study are more in line with the results of [Zhao et al. \(2019\)](#) who found a moderating role in the relationship between self-control and procrastination, although with a different moderator variable (self-monitoring). Both studies show that external factors can strengthen or weaken the influence of self-control on procrastination. In contrast to [Sutrisno \(2019\)](#) study which found peer social support as a quasi-moderator in the relationship between fear of failure and procrastination in writing a thesis, this study found peer social support as a pure moderator, which may be due to differences in the research context.

Simultaneous Effect of Self-Control, Peer Social Support, and Their Interaction

The results of the simultaneous test (F test) showed that self-control, peer social support, and their interaction together had a significant effect on students' academic procrastination ($F = 7.272$, $p < 0.05$). This finding indicates that a model that considers these three variables simultaneously is better at explaining variations in academic procrastination than a model that only considers the variables separately.

A unique aspect of this study is the testing of the interaction effect between self-control and peer social support, which has not been widely explored in previous studies. Most previous studies such as Firmansyach et al. (2023) only tested the influence of these variables separately without considering their interaction effects. The results of this study indicate that the combination of self-control and peer social support contributes significantly to explaining the variability of academic procrastination.

The interaction between self-control and peer social support is important because it shows that the influence of self-control on academic procrastination can be strengthened by the social support received by students. For students with high self-control, peer social support can help optimize their ability to manage academic tasks. Conversely, for students with low self-control, peer social support can act as a protective factor that helps reduce the tendency to procrastinate. The findings of this study are in line with the TMT principle which emphasizes that procrastination is the result of a complex interaction between various factors, including self-control related to the sensitivity to delay aspect and social support related to the value and expectancy aspects. The results of this study expand the understanding of the dynamics of academic procrastination by showing that internal factors (self-control) and external factors (peer social support) not only have separate effects but also interact in influencing students' academic procrastination behavior.

SUMMARY

Conclusion

This study aims to analyze the moderating role of peer social support on the influence of self-control on students' academic procrastination. Based on the research results and discussions that have been presented, several conclusions can be drawn as follows:

1. Self-control has a negative and significant influence on students' academic procrastination. This is indicated by the regression coefficient of -0.435 with a significance of 0.001 ($p < 0.05$). This finding implies that the higher the students' self-control ability, the lower their tendency to commit academic procrastination. This result is in line with the principle of Temporal Motivation Theory (TMT) which emphasizes the role of self-control in controlling aspects of sensitivity to delay/impulsiveness related to procrastination.
2. Peer social support is proven to act as a pure moderator in the relationship between self-control and academic procrastination. The interaction between self-control and peer social support has a negative and significant effect on academic procrastination, with a regression coefficient of -0.017 and a significance of 0.002 ($p < 0.05$). The increase in the R^2 value from 5.1% in the model without interaction to 9.1% in the model with interaction indicates that peer social support strengthens the influence of self-control in reducing academic procrastination, although social support itself does not have a significant direct effect on procrastination.
3. Simultaneously, self-control, peer social support, and the interaction of both have a significant effect on academic procrastination, as indicated by the F count value of 7.272 ($p < 0.05$). This finding confirms that the model that considers these three variables simultaneously is more comprehensive in explaining the dynamics of academic procrastination. These results strengthen the understanding that academic procrastination is a complex phenomenon influenced by the interaction of internal (self-control) and external (peer social support) factors.

Suggestions

Based on the research findings, several suggestions can be put forward as follows:

1. For higher education institutions, it is important to develop programs aimed at improving students' self-control, such as time management training, priority planning, and self-regulation strategies, as well as facilitating the development of positive social support systems among students through peer mentoring programs and collaborative study groups.
2. For lecturers and educators, it is important to design learning that pays attention to motivational aspects in TMT, such as increasing expectancy, value, and reducing sensitivity to delay to be effective in reducing students' academic procrastination.
3. For further research, it is recommended to explore other factors that may contribute to academic procrastination, given the relatively small value of the coefficient of determination in this study, as well as to conduct research with a longitudinal or experimental design for a deeper understanding of the causal relationship between the variables studied.
- 4.

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