

The Relationship between Self-Efficacy and Academic Procrastination in the Undergraduate Nursing Student Program at the University of Jember

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Article Info

Article History

Submitted :

June, 12th 2023

Final Revised:

February, 5th 2024

Accepted:

February, 5th 2024

Abstract

Background: Academic procrastination or delays in the academic field are caused by low self- efficacy wich results in a person's inability to complete assignments. **Objective:** The purpose of this study was to investigate the connection between nursing students' academic procrastination and self-efficacy. **Method:** This study utilized observational scientific plan with a cross sectional methodology. The proportionate stratified random sampling method was used for each class to select the 229 students who participated in this study as respondents. Questionnaire General Self Efficacy Scale (GSES) was used to measure self-efficacy, while Procrastination Assessment Student Scale (PASS) to measure academic procrastination in students. With a significance level of 0.05, the spearman-rank correlation test was used to analyze the data. **Results :** The findings revealed a p-value of 0,073. This demonstrates that nursing students at Jember University have no significant relationship between academic procrastination and self-efficacy. **Conclusion :** Further research is needed on other factors that can lead to academic procrastination behavior such as peers, the environment, and differences in views on assignments

Keywords: Academic procrastination, Self-efficacy, Nursing students

Abstrak

Latar Balakang : Prokrastinasi akademik atau keterlambatan dalam bidang akademik disebabkan oleh rendahnya self efficacy yang mengakibatkan ketidakmampuan seseorang dalam menyelesaikan tugas. **Tujuan :** Tujuan dari penelitian ini adalah untuk menyelidiki hubungan antara prokrastinasi akademik mahasiswa keperawatan dan self-efficacy. **Metode:** Penelitian ini menggunakan rancangan ilmiah observasional dengan metodologi cross sectional. Metode proportional stratified random sampling digunakan untuk setiap kelas untuk memilih 229 siswa yang berpartisipasi dalam penelitian ini sebagai responden. Kuesioner General Self Efficacy Scale (GSES) digunakan untuk mengukur self-efficacy, sedangkan Procrastination Assessment Student Scale (PASS) untuk mengukur penundaan akademik pada siswa. Dengan tingkat signifikansi 0,05, uji korelasi rank spearman digunakan untuk menganalisis data. **Hasil :** Temuan mengungkapkan p-nilai 0,073. Hal ini menunjukkan bahwa mahasiswa keperawatan di Universitas Jember tidak memiliki hubungan yang signifikan antara prokrastinasi akademik dengan efikasi diri. **Simpulan :** Diperlukan penelitian lebih lanjut mengenai faktor lain yang



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dapat menyebabkan perilaku prokrastinasi akademik seperti teman sebaya, lingkungan, dan perbedaan pandangan terhadap tugas.

Keywords: Prokrastinasi akademik, Efikasi diri, Mahasiswa keperawatan

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Students undergoing academic education will of course be charged with tasks that are designed to fulfill the achievement of student competencies. This also applies to nursing students who take part in any academic activities. In addition, they participate in clinical practice and observations, write observation reports, complete daily coursework, and do a number of other things outside of activities (Rosyidah et al., 2020) .

Completing assignments that require energy, time, and financial considerations means that students must be able to balance other activities with their academic time (Nisa, Mukhlis, Wahyudi, & Putri , 2019) . In the process of completing assignments, it is still common to find students who procrastinate completing their assignments. According to Lubis (2018) , many students spend their time only on entertainment matters such as the habit of staying up late, hanging out at the mall, playing social media, and being addicted to *online games* , resulting in a lot of postponing their assignments. Delaying assignments is called academic procrastination, according to Solomon and Rothblum (1984) in (Lubis, 2018).

Academic procrastination is delaying academic tasks such as submitting assignments, papers and preparing exams at the last moment (Özberk & Türk Kurtça, 2021) . Academic procrastination has a tendency to delay starting academic assignments or delay completion irrationally, so it can be said that academic procrastination behavior is a fairly common dynamic among students (Akbay & Delibalta, 2020). Academic procrastination behavior appears at all levels of education and is common among students (Gohain et al., 2021).

According to Nisa et al. (2019) , time management and academic procrastination have a significant relationship. 53.4% of respondents reported experiencing high levels of procrastination, with another 50.7% of respondents reporting low time management. Research by Zhafirah (2017) showed that the majority of respondents had academic procrastination at a moderate level and for Jember University nursing students, there was no correlation between self-awareness and academic procrastination.

Academic procrastination has many negative effects, including lost time. Even if the tasks at hand are completed, they will not provide the best results. Academic procrastination needs to be taken seriously because if left unchecked it can affect students' psychological vulnerability and cause regret and social problems (Suhadianto & Pratitis, 2019) . Academic procrastination can reduce the quantity and quality of learning, increase stress, and have a negative impact on students' lives. Procrastination is often seen as a barrier for students to

achieve academic success (Muyana, 2018) . Apart from that, procrastination can have an impact on other things such as being lazy to do work, being late for class, being in a hurry, being tired, having trouble sleeping, dropping grades, and even dishonorable actions, namely cheating (Suhadianto & Pratitis, 2019) . Continuing procrastination will have a negative impact on students, such as grades will decrease, lecturers will view them negatively, assignments will continue to pile up, they will not be able to complete certain courses, and they will not be able to complete their study period on time (Prakoso & Handayani, 2022).

According to (Steel, 2007)in Lubis (2018) Procrastination is influenced by a number of factors, including ineffective self-regulation, low self-efficacy, lack of self-control, and irrational ideas. The self-efficacy component influences academic achievement, and because a high level of self-efficacy usually results in better academic achievement, this will have an impact on reducing academic procrastination (Salim & Fakhurrozi, 2020).

Self-efficacy influences student activity selection, goals, and individual efforts in classroom activities that can affect learning and achievement (Nauvalia, 2021). Research by Seto, et al (2020) that self-efficacy and learning motivation have a positive effect on learning outcomes. Increasing self-efficacy and learning motivation in students will also improve their learning outcomes. Student learning outcomes will also improve if they have a higher level of self-efficacy and learning motivation.

The phenomenon that occurs among students is a lack of confidence in their abilities. Their failure to be confident in their abilities results in students being stressed and then thinking a lot about unimportant things or important things but exaggerating even though what they think will not necessarily happen (Siregar & Putri, 2020). Self-efficacy is important for students because it makes students confident in their abilities in carrying out an activity (Sabela et al., 2022). This shows that if a student has a high level of self-efficacy, academic procrastination is less likely to occur, resulting in high academic achievement. (Salim & Fakhurrozi, 2020).

Method

To collect data for this research, researchers simultaneously measured the independent variable and the dependent variable using an analytical observational research design with a *cross-sectional method*. This research has passed the ethical test of the Health Research Ethics Committee, Faculty of Nursing, Jember University with number 048/UN25.1.14/KEPK/2023. According to the 7 WHO Standards 2011, including 1) Social value, 2) Scientific value, 3) Equal distribution of burdens and benefits, 4) Risk, 5) Persuasion, 6) Confidentiality, and 7) Consent after explanation, has been determined to be feasible ethical.

Sample or Population

The population of this study were students from the classes of 2020, 2021 and 2022 at the Faculty of Nursing, Jember University. The total student population is 532 with a sample of 229 students taken using the proportionate stratified random sampling method.

Data Collection

In this research, a questionnaire was used as a data collection method. The respondents' self-efficacy and academic procrastination variables were measured using a paper questionnaire that was given directly by the researcher.

The self-efficacy variable was measured using *the General Self Efficacy Scale (GSES)* questionnaire. which has been translated into Indonesian by Novrianto (2019) . The GSES questionnaire has 10 *favorable question items* .

The academic procrastination variable was measured using the revised edition of the *Procrastination Assessment Student Scale (PASS)* questionnaire which was adopted and modified from Solomon and Rothblum (2011) which was then translated by Zhafirah (2017). This questionnaire consists of 44 questions consisting of two parts, namely questions that indicate areas of academic procrastination and reasons for carrying out academic procrastination.

Data Analysis

This research uses statistical analysis using the Spearman-rank correlation test via a computer program, as well as descriptive analysis by looking at the percentage of respondents in quantity..

Result

The aim of this research is to analyze the relationship between self-efficacy and academic procrastination in Jember University nursing students.

Table 1. Characteristics of respondents based on gender (n=229)

Characteristics	Number of people)	Percentage (%)
Gender		
1. Man	46	20.1
2. Woman	183	79.9
Total	229	100

Based on table 1, it shows that the gender distribution was obtained from 229 students, 183 students (79.9%) were female, and the remaining 46 students (20.1%) were male.

Table 2. Characteristics of respondents based on class year (n=229)

Characteristics	Number of people)	Percentage (%)
Force		
1. 2020	70	30.6
2. 2021		

3. 2022	79	34.5
	80	34.9
Total	229	100

Based on table 2, it shows that the frequency distribution of class years was obtained from 229 students, 70 respondents (30.6%) came from the class of 2020, 79 respondents (34.5%) came from the class of 2021, 80 respondents (34.9%) came from class of 2022.

Table 3. Average value of self-efficacy

Variable	Mean	Std. Deviation
Self-efficacy	39.52	2,954

Based on table 3, the results show that student self-efficacy is normally distributed with the average score obtained being 39.52 with a standard deviation of 4.954.

Table 4. Categories of self-efficacy

Self-efficacy	Number of people)	Percentage (%)
Low self-efficacy	32	14.0
Moderate self-efficacy	263	71.2
High self-efficacy	34	14.8
Total	229	100

Based on table 4, it can be seen that 32 respondents (14.0%) have a low self-efficacy category, 163 respondents (71.2%) have moderate self-efficacy, and 34 respondents (14.8%) have high self-efficacy.

Table 5. Categories of self-efficacy indicators

Indicator	Indicator Category						Total	
	Low		Currently		Tall			
	Σ	%	Σ	%	Σ	%	Σ	%
<i>Levels</i>	29	12.7	179	78.1	21	9.2	229	100
<i>Strength</i>	33	14.4	146	63.8	50	21.8	229	100
<i>Generality</i>	34	14.8	176	76.8	19	8.4	229	100

The level of self-efficacy indicator values is 29 respondents in the low category, 179 respondents in the medium category, and 21 respondents in the high category. The strength self-efficacy indicator was 33 respondents in the low category, 146 respondents in the medium category, and 50 respondents (in the high category). The generality self-efficacy indicator was 34 respondents in the low category, 176 respondents in the medium category, and 19 respondents in the high category.

Table 6. Average value of academic procrastination

Variable	Mean	Std. Deviation
Academic Procrastination	108.04	21,240

Based on table 6, the results show that student academic procrastination is normally distributed with the average score obtained being 108.04 with a standard deviation of 21.240.

Table 7 Categories of academic procrastination

Academic procrastination	Number of people)	Percentage (%)
Low academic procrastination	34	14.8
Moderate academic procrastination	160	69.9
High academic procrastination	35	15.3
Total	229	100

Based on table 7, it can be seen that 34 respondents (14.8%) were in the low academic procrastination category, 160 respondents (69.9%) were in the moderate academic procrastination category, and the remaining 35 respondents (15.3%) were in the high academic procrastination category.

Table 8. Categories of academic procrastination indicators

Indicator	Indicator Category						Total	
	Low		Currently		Tall			
	Σ	%	Σ	%	Σ	%	Σ	%
Procrastination Area								
Academic	33	14.4	151	65.9	45	19.7	229	100
Reasons for Academic Procrastination	41	17.9	156	68.1	32	14.0	229	100

Based on table 8, it shows that the academic procrastination indicator values in the academic procrastination area were 33 respondents (14.4%) in the low category, 151 respondents in the medium category, and 45 respondents in the high category. The indicator value for academic procrastination on the reasons for academic procrastination was 41

respondents (17.9%) in the low category, 156 respondents in the medium category, and 32 respondents in the high category.

Table 8. Cross tabulation of self-efficacy with academic procrastination

Self-Efficacy	Academic Procrastination						Total	<i>p-value</i>	
	Low Academic Procrastination		Moderate Academic Procrastination		High Academic Procrastination				
	Σ	%	Σ	%	Σ	%			
Low Self-Efficacy	3	1.3	20	8.7	9	3.9	32	13.9	
Moderate self-efficacy	26	11.3	113	49.3	24	10.5	163	71.1	0.073
High Self-Efficacy	5	2,2	27	11.8	2	0.9	34	15	
	34	14.8	160	69.8	35	15.3	229	100	

Based on table 8, it is known that 3 respondents (1.3%) with low self-efficacy have low academic procrastination, 20 respondents (8.7%) with low self-efficacy have moderate academic procrastination, and 9 respondents (3.9%) with low self-efficacy Low self-esteem has high academic procrastination. In moderate self-efficacy, 26 respondents (11.3%) had low academic procrastination, 113 respondents (49.3%) with moderate self-efficacy had moderate academic procrastination, and 24 respondents (10.5%) with moderate self-efficacy had moderate procrastination. high academic. In high self-efficacy, 5 respondents (2.2%) had low academic procrastination, 27 respondents (11.8%) with high self-efficacy had moderate academic procrastination, and 2 respondents (0.9%) with high self-efficacy had procrastination high academic.

Judging from the results of the Spearman-rank correlation test, there is no significant relationship between nursing students' self-efficacy and academic procrastination (Sig. (2-tailed) = 0.073; Sig. (2-tailed) > 0.05).

Discussion

Gender

The gender distribution of respondents is not balanced according to the findings of the descriptive analysis of respondents. This can be seen from the analysis results which reveal that the majority of respondents are female. In essence, both men and women have the same opportunity to learn. The importance of education as a provision for the future, both men and women will tend to be independent and active so as to avoid academic procrastination behavior.

Students who are able to be independent and seem to enjoy learning can be seen during the learning process, where they can meet planned targets, successfully manage their time, and complete assignments well (Astuti et al., 2021).

However, generally the majority of nursing students at universities are female. In accordance with the researcher's observations when conducting research, every class at the Faculty of Nursing, Jember University is dominated by women. This is in accordance with research conducted by Sanger et al. (2022) that the majority of students in the Nursing Study Program at Unsrat Manado are women, of the 44 research respondents, 86.4% were women.

The research results of Astuti et al. (2021) shows that there is no difference in academic procrastination when viewed from the student's gender. According to Bandura in Astuti et al. (2021) both men and women will be faced with the selection behavior of others such as the same academic environment. The same academic environment causes no differences in the level of academic procrastination when viewed from gender.

Researchers assume that the nursing profession is synonymous in society with women's work. Where women are considered to be more gentle in caring for patients, so that nursing education is more sought after by women and less sought after by men. Even though in reality there is no difference in treatment given by the academic environment to male or female students. As long as they are studying, they will have the same rights and responsibilities.

Class year

The results of the analysis of respondents by class year showed that the highest number of respondents came from the class of 2022, namely 80 respondents, although there was only one difference from the class of 2021, namely 79 respondents. The results of the cross tabulation show that low self-efficacy among respondents is dominated by respondents from the class of 2022, high self-efficacy is dominated by respondents from the class of 2020, and self-efficacy at a medium level is dominated by respondents from the class of 2021.

According to Lianto (2019) self-efficacy can be influenced by experiences of success. Achieving success that has been experienced will make a person more confident in their abilities and want to achieve other successes. However, if someone has previously experienced failure and has never tried something new, then their self-confidence will decrease.

Researchers are of the opinion that high self-efficacy is dominated by respondents in the class of 2020 because they have more experience in dealing with problems in college, so the success they have experienced can increase their confidence in their abilities. On the other hand, low self-efficacy is dominated by respondents in the class of 2022 because their experience in lecture activities has not been very long, so they feel more afraid of failure.

Self-efficacy

More than half of the respondents in this study had moderate self-efficacy, namely 163 respondents. The majority of respondents chose the answer "quite suitable" for each question

item. In line with research by Jahring et al (2021), 56.25% of research respondents had a level of self-efficacy in the medium category.

Students' self-efficacy can influence every activity they undertake by recognizing their own strengths, making judgments before doing anything, and believing that they are in full control over what can lead to undesirable things (Afnan et al., 2020) . Self-efficacy makes a person feel motivated and determines a person's behavior to achieve the desired target in the best way (Ayuningrum, 2022). Differences in the level of self-efficacy in individuals can be caused by how difficult the nature of the task faced by the individual, external motivation or rewards that can be received, the individual's social position in their environment, and the individual's awareness of their own abilities (Afnan et al., 2020). High self-efficacy makes individuals more optimistic in completing tasks, making decisions with a feeling of calm, having the courage to face problems, threats and challenges, and being able to control existing situations (Saraswati et al., 2021) .

In the *level dimension*, more than half of the respondents have a medium level. In line with research by Rosali et al. (2021), 98% of students stated that they were optimistic about completing assignments even though the assignments were of varying levels of difficulty. The component of the level dimension that was most frequently chosen was the question item "I can solve various problems if I am serious about doing it" with 133 respondents (58.1%) stating that it was very suitable. Based on the results of Syalviana's research (2021), it shows that even though there are many difficulties in carrying out various existing tasks, the subjects have high confidence in being able to complete these tasks.

Based on this, the researcher assumes that to develop high self-efficacy, students need to have full confidence in themselves regarding the various levels of difficulty of the tasks they face.

In the *strength dimension* , more than half of the respondents have a medium *strength dimension* . In contrast to the research of Rosali et al. (2021) where 92.5% of students have confidence and motivation and believe in their abilities to be able to pass all subjects. This shows that students are confident and know their abilities so that they are able to carry out activities in lectures to develop and hone their potential.

strength dimension that was most frequently chosen was the question item " I am able to find ways to solve problems if there is something that hinders my goals " with 120 respondents (52.4%) stating that it was quite appropriate. Researchers assume that in this study the majority of respondents have a moderate level of *strength* in their self-efficacy, so that the majority of respondents do not yet have full strength in their beliefs.

In the *generality dimension* , more than half of the respondents have a medium *generality dimension* . The *generality* dimension is students' confidence in their ability to face tasks and students' confidence in their ability to carry out tasks in various fields that students must undertake. The more complex the task given, the student will often feel less capable, and

conversely, if the easier the task is carried out by the student, the higher the student's ability will be (Jahring et al., 2021) .

The component of the *generality dimension* that was most frequently chosen was the question item " Thanks to my abilities, I know how to deal with unexpected situations " with 122 respondents (53.3%) stating that it was quite appropriate. Based on research by Syalviana (2021) , research subjects have quite high self-confidence in mastering the material in their field. Researchers assume that the majority of respondents who are faced with tasks from various different fields will tend to have difficulty completing all of these tasks well, but that does not mean they cannot complete them.

Academic procrastination

More than half of the respondents in this study indicated that they had moderate academic procrastination. In line with research by Zhafirah (2017) conducted at the Faculty of Nursing, Unej, of the total number of respondents (62.4%) had a moderate level of academic procrastination.

Doing assignments or studying are things you have to do as a student. Procrastinators will feel stressed when they have to do several tasks at the same time because of the deadline for submission (Paula & Miftakhul, 2021).

Research by Putri et al. (2020) , activities that are quite effective in reducing academic procrastination among respondents tend to be low, such as making activity schedules to reduce postponing assignments. This gives rise to self-control in respondents to start prioritizing tasks and immediately work on them.

favorable question item in the area of studying for exams is "To what extent is delaying studying for exams a problem for you?" as many as 44 respondents chose the answer "Almost Always". In line with research by Aisy and Sugiyo (2021) which explains that the learning task indicators during the exam are in the sufficient category which has the highest average compared to other indicators. Researchers assume that respondents have low interest in studying to prepare for the exam and choose to do the overnight speeding system if the exam will be held the next day.

unfavorable question item in the attendance assignment area is "To what extent do you have a tendency to postpone this assignment?" 23 respondents chose the answer "Don't want to reduce". Research by Aisy & Sugiyo (2021) shows that the attendance task indicator is also in the low category. Researchers assume that there are still respondents who delay their attendance to take part in learning, such as being late for class or skipping class.

In terms of indicators of reasons for academic procrastination, the majority of respondents were in the medium category. The most frequently chosen question item was the reason for lack of self-confidence, namely " You are worried that you will not meet your own expectations" with 55 respondents choosing the answer "E (Clearly reflects why you are delaying)". In line with research by Sudjianto & Alimbudiono (2021), it was explained that

respondents did not have the confidence to complete the tasks they had because they were anxious and afraid to do it. Researchers assume that in this study the majority of respondents carried out procrastination because they lacked confidence in themselves, thus causing respondents to postpone the tasks at hand. In contrast to Effendi's (2020) research, where the highest reasons influencing academic procrastination are perfectionism and influence from peers. Meanwhile, lack of self-confidence was the lowest factor in the research. Researchers assume that in this study the majority of respondents carried out procrastination because they lacked confidence in themselves, thus causing respondents to postpone the tasks they faced.

The relationship between self-efficacy and academic procrastination

Based on the findings of statistical tests carried out using the Spearman-rank correlation test, there is no significant (meaningful) relationship between self-efficacy variables and academic procrastination in Jember University nursing students. In accordance with research findings by Zhafirah (2017) which shows that there is no significant relationship between academic procrastination and self-awareness among Jember University nursing students.

Based on the results of research during discussions with several respondents, they were confident that they could complete their assignments so they would not have any problems if they postponed the assigned assignments as long as they were on time in submitting their assignments. Apart from that, respondents also do not realize that they still often rely on other people to complete their tasks. In accordance with research findings by Zhafirah (2017) where respondents stated that it was not a problem if they postponed tasks as long as they could be completed.

Self-efficacy is not related to academic procrastination and can be influenced by other factors such as social media, self-confidence, *self-criticism*, *self-esteem* (self-esteem), *self-regulation* (self-regulation), *motivation* (motivation, self-awareness and, *self-control*) (Uzun et al., 2020).

Another study by Neidi (2021) concluded that students who have a moderate level of intensity in using social media will tend to easily carry out academic procrastination, so that each individual has a different level of academic procrastination and the success of each individual's task completion will also be different. Excessive use of social media can make students forget other activities that should be important to do.

Research by Suhadianto and Pratitis (2019) explained that academic procrastination occurred in research subjects, namely because the subjects were difficult to submit and the assignment time was still long. When they get a difficult assignment, students feel confused about how to complete it and decide to postpone it. In accordance with the findings of this research, the majority of respondents stated that the reason it was difficult to know what to do to complete their assignments and feeling burdened by the assignments they received were reasons for respondents to postpone the assignments they were given.

Research conducted by Zega (2022) explains the factors involved in academic procrastination among research respondents due to physical condition, laziness, parenting patterns and environmental conditions.

Researchers assume that there is no significant relationship between self-efficacy and academic procrastination, which could be due to the majority of self-efficacy categories being in the medium category and the majority of academic procrastination categories also being in the medium category. This could be because the results of the self-efficacy questionnaire, the majority of respondents chose answers that were quite appropriate for each question item and the majority of respondents chose answers that somewhat reflected the reasons for delaying the academic procrastination questionnaire. Apart from that, even though respondents have confidence in their abilities, it is possible that respondents still have concerns about getting bad grades and not being able to meet their own expectations, so they end up postponing. Apart from that, it is possible that there are other variables that influence students' academic procrastination behavior, such as peers, the environment, parents, as well as differences in views on different tasks and problems for each respondent.

Conclusion

Based on the findings in this study, it can be concluded that the majority of Jember University nursing students' self-efficacy is at a moderate level and academic procrastination among Jember University nursing students is at a moderate level.

The results of the correlation test analysis show that there is no significant relationship between self-efficacy and academic procrastination in Jember University nursing students.

Suggestion

The results of this research can be a benchmark and evaluation for academics at the Faculty of Nursing, Jember University, so that they can anticipate to prevent higher levels of academic procrastination among nursing students. Nursing students need to evaluate themselves regarding delays by planning study schedules, assignment schedules, and non-academic activities well. So this will minimize acts of academic procrastination among students.

This research can be continued with research on the factors that influence academic procrastination in Jember University nursing students.

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