Transformasi: Jurnal Pengabdian Masyarakat, 20 (2), 2024: 255-266
p-ISSN 1858-3571 | e-ISSN 2580-9628

BEYOND PROCRASTINATION: ENHANCING ACADEMIC SELF-EFFICACY TO REDUCE PROCRASTINATION AMONG STUDENTS OF SMPN X IN MALANG CITY

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Abstrak: Fenomena prokrastinasi sering terjadi pada pelajar di sekolah, termasuk pada jenjang pendidikan menengah pertama. Pelajar SMP berada di tahap perkembangan remaja awal dengan rentang usia 12-15 tahun. Permasalahan yang sering muncul pada masa remaja, seperti menghindari tugas dan memilih melakukan aktivitas yang lebih menyenangkan, menjadi tantangan yang perlu diperhatikan. Berdasarkan asesmen kebutuhan terhadap pelajar SMP kelas 8 di SMPN X ditemukan bahwa mereka kesulitan mengatur waktu dan cenderung menunda pengerjaan tugas sekolah, terutama yang dianggap sulit. Oleh karena itu, diperlukan suatu intervensi berupa sosialisasi untuk mengenalkan konsep prokrastinasi dan meningkatkan efikasi diri akademik. Intervensi ini dirancang untuk memberikan pemahaman kepada pelajar tentang penyebab dan dampak penundaan tugas sekolah dan strategi untuk mengatasi prokrastinasi. Tujuan dari pengabdian kepada masyarakat ini adalah memberikan edukasi kepada pelajar terkait prokrastinasi dengan menggunakan metode pre-post test. Pretest dan posttest dilakukan dengan menggunakan kuesioner pada awal dan akhir sesi kegiatan. Hasil pengabdian masyarakat menunjukkan bahwa meskipun tidak ada peningkatan yang signifikan pada skor efikasi diri akademik setelah intervensi, namun intervensi ini berhasil meningkatkan rasa tanggungjawab pelajar terhadap hasil belajar mereka. Selain itu, meskipun tidak ditemukan perbedaan skor prokrastinasi yang signifikan sebelum dan sesudah intervensi, pelajar yang melaporkan penurunan prokrastinasi cenderung mengalami peningkatan efikasi diri akademik sebagai dampak dari intervensi tersebut.

Kata Kunci: efikasi diri akademik, pelajar SMP, prokrastinasi, rasa tanggungjawab, remaja awal

Abstract: The phenomenon of procrastination is often observed among students at school, including those at the junior high school level. Junior high school students are in the early adolescent stage, ranging from 12 to 15 years old. Common issues during adolescence, such as avoiding tasks and engaging in more enjoyable activities, present challenges that require attention. A needs assessment conducted among 8th-grade students at SMPN X revealed that they face difficulties in time management and tend to postpone completing school assignments, particularly those perceived as challenging. Therefore, an intervention through a socialization program is necessary to introduce the concept of procrastination and enhance academic self-efficacy. This intervention was designed to provide students with an understanding of the causes and consequences of procrastination and strategies to overcome it. This community service aims to educate students about procrastination using a pre-test and post-test method. Pre-tests and post-tests were conducted using questionnaires at the beginning and end of the sessions. The results of the community service program indicated that, although there was no significant increase in academic self-efficacy scores after the intervention, the program successfully improved students' sense of responsibility for their learning outcomes. Furthermore, while no significant differences were found in procrastination scores before and after the intervention, students who reported a decrease in procrastination tended to experience an increase in academic self-efficacy as an effect of the intervention.

Keywords: academic self-efficacy, early teens, junior high school students, procrastination, sense of responsibility

Introduction

The Indonesian National Education System Law No. 20 of 2003 (Kemdikbud, 2003) emphasized that education aims to "mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa." This vision includes fostering junior high school students into faithful individuals with noble character, knowledge, independence, creativity, and responsibility as democratic citizens. However, challenges like academic procrastination, which can undermine these goals, remain prevalent. A needs assessment at SMPN X, an inclusive junior high school in Malang City, revealed a significant prevalence of academic procrastination among students, including those from lower-middle socioeconomic backgrounds and inclusive students. Such findings highlight the urgency of tailored interventions to address this issue.

Despite the growing body of research on academic procrastination, existing interventions often focus on general time management strategies or teacher-directed programs. This study presents a novel approach by integrating socialization with an emphasis on fostering academic self-efficacy - a psychological construct linked to students' belief in their ability to achieve specific academic goals. Unlike conventional methods, this intervention emphasizes empowering students to independently regulate their behaviours and overcome procrastination tendencies, especially in the context of Indonesia's diverse and inclusive educational environment. A needs assessment conducted at the school revealed that most students come from lower-middle socioeconomic backgrounds, including some who are inclusive students. Observations were also conducted on various types of juvenile delinquency, such as the propensity to delay academic work. Given these manifestations and the potential consequences of academic procrastination, we implemented a socialization program to address these issues through targeted strategies. The primary objective of this program is to provide students with practical solutions and support to manage their academic responsibilities better. Over the long term, the program is expected to equip students with the necessary knowledge to effectively avoid procrastination and foster academic self-efficacy, which will be particularly beneficial as they progress through subsequent developmental stages.

The national education system involves teaching and learning activities in which teachers serve as educators and students as learners. Kuswidyawati and Setyandari (2023) asserted that students are primarily responsible for learning throughout their educational journey. However, a significant number of students encounter difficulties in managing their learning processes and maintaining self-regulation. This challenge is strongly linked to procrastination, commonly referred to as academic procrastination within the educational context. Junior high school students are in the early stages of adolescence. Hurlock (2003) characterizes adolescence as a transitional phase in which individuals outgrow the dependence and vulnerability of childhood but have not yet fully attained the strength and responsibility of adulthood. Typically, junior high school students are between 12 and 15 years old, a period often marked by confusion, anxiety, fear, and restlessness.

The literature underscores the potential of academic self-efficacy in mitigating procrastination. Internationally, studies by McCloskey and Scielzo (2015) and Motie et al. (2012) indicate that high academic self-efficacy correlates with better time management and task prioritization. Individuals who procrastinate are commonly referred to as procrastinators. Ferrari et al. (1995) characterized procrastinators as individuals who delay initiating and completing tasks, tend to work late, experience a gap between planning and actual performance, and prioritize more enjoyable activities. A study by Tezer et al. (2020) in Turkey revealed that internet use significantly influences academic procrastination, contributing to delays in completing school assignments. Similarly, Bojuwoye (2019) found that academic procrastination is associated with demotivation in school subjects, low self-regulation, indecision, and peer pressure. Çıkrıkçı and Erzen (2020) describe common forms of academic procrastination among students, such as delaying administrative tasks (e.g., postponing the submission of letters to teachers, returning borrowed books to the school library, registering for exams, and attending classes).

Research by Ami and Yunianta (2020) identifies self-regulation as a critical factor in reducing procrastination among Indonesian junior high school students. They identified two primary factors contributing to academic procrastination among junior high school students: internal factors, such as laziness, a preference for listening to music instead of completing schoolwork, poor time management, excessive anxiety that leads to task avoidance, a lack of fear of punishment from teachers or parents, difficulties in understanding study materials, and a preference for specific subjects; and external factors, such as a tendency to play with gadgets, socialize with peers, copy friends' work, which ultimately results in a lack of comprehension of the task completion process. Another research by Fauziah (2015) found that external factors contributing to procrastination include extracurricular activities, such as participating in organizations, attending family events, working, and postponing school assignments to complete them at home. It is supported by Utaminingsih and Setyabudi (2012), who note that procrastination is closely related to a student's discipline, such as completing homework at school rather than home. Similarly, Asri et al. (2018) observed that students often copy homework from classmates just before the lesson begins. However, few studies have implemented a direct intervention targeting academic self-efficacy within inclusive educational settings, making this study unique in its scope and focus.

The objectives of this research-based service are threefold: (1) to provide students with an understanding of the causes and consequences of academic procrastination, (2) to introduce strategies for fostering academic self-efficacy, and (3) to assess the program's effectiveness in improving students' responsibility and self-regulation. By addressing theoretical and practical gaps, this study aims to contribute to the broader discourse on combating academic procrastination while aligning with the educational principles outlined in Law No. 20 of 2003 and Ministerial Regulation No. 70 of 2009 (Kementerian Pendidikan Nasional Republik Indonesia, 2009).

Method

Procedure

The community service activity adopted a Participatory Action Research (PAR) approach to engage participants actively and collaboratively in identifying and addressing the issue of procrastination. This method was chosen for its iterative process of planning, action, observation, and reflection, which aligns with the goals of fostering active participation and self-awareness among students. The following steps were undertaken:

1. **Location search**. We decided to conduct community service at an inclusive junior high school in Malang City.
2. **Permission**. After locating the target site, we obtained permission from the school, which issued a Letter of Statement of Willingness from the Partner / 'Surat Pernyataan Kesediaan dari Mitra' as a form of approval for this community service plan.
3. **Need Assessment**. We began our community service activities by conducting a field survey and initial interviews with the school representatives (in this case, the counselling teacher) to identify the school's procrastination issues and to note what programs are already in place to address the procrastination problem.
4. **Community Service Implementation:** Offline sessions involved 57 participants from 8th-grade students, beginning with a pre-test, followed by a presentation on procrastination using PowerPoint slides.
5. **Evaluation of the Community Service Implementation:** The activity concluded with a Q & A session and post-test to assess student understanding of the material.

Intervention Series

The intervention commenced with an ice-breaking session to establish a relaxed and conducive atmosphere, then administering a pre-test and presenting the socialization material using PowerPoint. The content was designed to assist students in understanding the phenomenon of procrastination, including the tendency to delay completing school assignments, and to provide strategies to overcome laziness. Specifically, the presentation offered a comprehensive explanation of procrastination, including its signs, causes, effects, and strategies to mitigate it. The concept of academic self-efficacy was introduced as a core strategy. Following the presentation, a post-test was conducted. The pre-test and post-test aimed to assess the student's comprehension of the material on procrastination discussed during the session. A summarise the socialization activities is provided in Figure 1 and Figure 2 below.

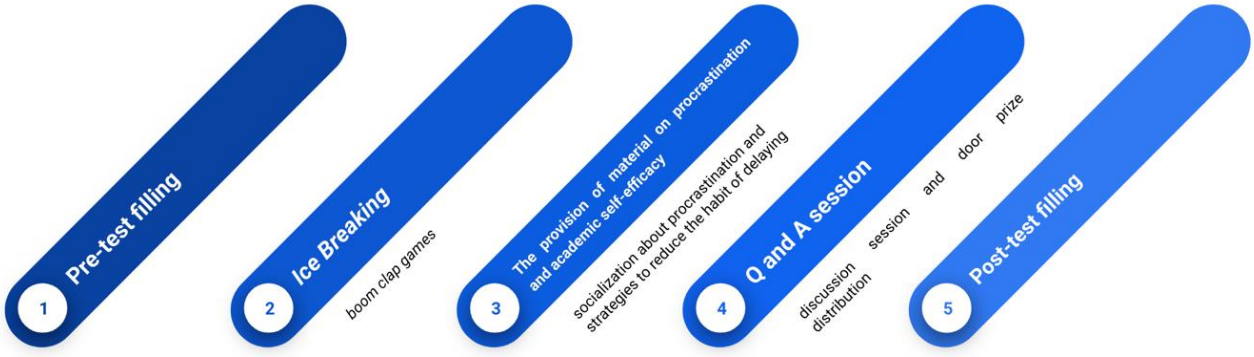

Figure 1. Flowchart of Intervention Sequence

Figure 2. Overview of Procrastination Socialization Activities

Respondents

The respondents of the procrastination socialization included 26 male students and 31 female students from 8th grade (57 respondents were selected using a purposive sampling technique). Sugiyono (2016) states that purposive sampling is a technique to select a sample determined by specific criteria. The criteria used for socialization refer to the data held by the counselling teacher's records of students who tended to procrastinate on their school assignments.

Measurement

Self-Efficacy.

The instrument used to measure individual self-efficacy in school learning was adapted from Perry et al. (2001) from the original Academic Control Scale. This instrument was included in a previous meta-analysis review to determine the relationship between self-efficacy and academic achievement. The instrument used in this study consisted of 10 items with a 5-point Likert scale, where one means "strongly disagree" and five means "strongly agree." The

instrument's pre-post Cronbach Alpha reliability was quite high, at 0.67 and 0.66, indicating that it was sufficiently consistent in measuring individual self-control in school learning.

The themes included in the scale are: (1) Belief in self-control: The extent to which individuals believe they can control their learning outcomes. (2) Responsibility: The degree to which individuals feel responsible for their learning outcomes. (3) Effort: The amount of effort individuals exert in learning. (4) Luck: The extent to which individuals believe luck affects their learning outcomes. (5) Ability: How confident individuals are in learning. Example items include "Factors outside of my control largely determine my school grades, and sometimes it is difficult to change them." and "I am confident in my ability to achieve good grades in school." In the analysis, self-efficacy scores were calculated as the total score (sum of 10 items). The original scale consisted of 8 items; we added two items: "No matter how hard I study, my grades will remain the same" and "I am confident in my ability to achieve good grades in school."

Procrastination.

The measurement tool developed in this study was specifically designed for the intervention targeting procrastination. It included only two items: "I often delay doing my schoolwork" and "I do not know what to do to avoid delaying my schoolwork," measured on a 5-point Likert scale, where 1 means "strongly disagree" and 5 means "strongly agree." However, the collected data showed that the reliability of this scale was relatively low, with Cronbach's alpha values of .42 and .57 for pre-test and post-test data, reflecting a limitation in its internal consistency. It may be attributed to the scale's brevity, as scales with fewer items often yield lower reliability scores. To address this limitation, qualitative feedback from students during the Q&A session was analyzed to complement the quantitative findings, ensuring a more comprehensive evaluation of the intervention's impact.

Result and Discussion

The analysis stage was divided into three parts: normality assumption testing, mean comparison testing, and correlation analysis. The normality test was conducted to determine the appropriate analysis method, whether parametric or non-parametric. Mean comparison (student t-test/Wilcoxon) was conducted to test the hypothesis by comparing self-efficacy and procrastination scores before and after the intervention. Finally, correlation analysis was performed to explore the association between self-efficacy and procrastination scores to determine whether a decrease in procrastination scores aligns with an increase in self-efficacy.

Normality Test

The normality test for all pairs of variables compared indicated that the data did not meet the assumption of normal distribution, with Shapiro-Wilk (W) values ranging from .75 to .92, and all *p-values* < .01. Therefore, the Wilcoxon signed-rank test was used as the primary method for hypothesis testing.

Table 1. *Shapiro-Wilk Normality test*

Kode	Item	W	p
sum_se	SUM 10 Item Efikasi Diri	0.92	0.001
se1	*I have a great deal of control over my academic performance in my school subjects.*	0.79	< .001
se2	*The more effort I put into my studies, the better I do in them.*	0.75	< .001
se3r	*No matter what I do, I can't do well in my studies.*	0.85	< .001
se4	*I see myself as largely responsible for my performance throughout my studies at school.*	0.84	< .001
se5r	*How well I do in my studies is often the "luck of the draw".*	0.86	< .001
se6r	*There is little I can do about my performance at school.*	0.85	< .001
se7	*When I do poorly in my school subjects, it's usually because I haven't given it my best effort.*	0.87	< .001
se8r	*Things beyond my control determine my grades, and I can do little to change that.*	0.90	< .001
se9r	*No matter how hard I study, my grades will remain the same.*	0.86	< .001
se10	*I feel confident in my ability to get good grades in school.*	0.92	0.001
sum_pr	*SUM 2 Item Prokrastinasi*	0.87	< .001
pr1	*I like to procrastinate on school assignments.*	0.91	< .001
pr2	*I don't know how to stop procrastinating on my school assignments.*	0.85	< .001

Hypothesis Testing

We hypothesized that there would be a significant increase in self-efficacy scores before and after the intervention. However, due to the low reliability of the two scales, we decided to elaborate on all items (variables) instead of the total score. We also included the statistical values for the student t-test as a reference in Table 2. It should be noted that the hypothesis test results were evaluated based on the Wilcoxon signed-rank test because they violated the normality distribution assumption. Since our hypothesis is directional, where we expect post-intervention scores to be higher than pre-intervention scores, we evaluated the significance of the *p*-value using a one-tailed test (1-tail, post > pre).

Table 2 analysis revealed no significant increase in overall self-efficacy scores following the intervention ($p > .05$), except for item se4: "I see myself as largely responsible for my performance throughout my studies at school." ($p < .01$). This suggests that, while the intervention had limited success in improving broad self-efficacy, it was effective in enhancing students' sense of responsibility regarding their academic outcomes. As highlighted by Nugraheni (2016), responsibility is closely linked to positive academic attitudes, such as optimism, never giving up, consistency, and enthusiasm for seeking knowledge, which were positively correlated with academic self-efficacy. The intervention may have successfully instilled a sense of accountability by encouraging students to reflect on their control over learning outcomes, but it might not have been intensive or long

enough to impact broader self-efficacy dimensions comprehensively.

Table 2. Paired sample t-test and Wilcoxon signed-rank Self-Efficacy and Procrastination

Kode	Item	Mean Post (SD)	Mean Pre (SD)	Test	Statistik	z	p
sum_se	SUM 10 Self-Efficacy Items	33.33	34.25	Student t	-1.38		0.91
		4.98	4.84	Wilcoxon	390.50	-1.64	0.95
se1	I have a great deal of control over my academic performance in my school subjects.	3.32	3.53	Student t	-2.27		0.99
		0.89	0.87	Wilcoxon	57.00	-2.03	0.99
se2	The more effort I put into my studies, the better I do in them.	3.90	4.07	Student t	-1.40		0.92
		1.05	0.88	Wilcoxon	73.00	-1.20	0.90
se3r	No matter what I do, I can't seem to do well in my studies.*	3.37	3.35	Student t	0.15		0.44
		0.96	0.95	Wilcoxon	153.00	0.09	0.47
se4	I see myself as largely responsible for my performance throughout my studies at school.	3.77	3.33	Student t	3.20		0.00
		0.85	0.89	Wilcoxon	335.50	3.017*	< .001
se5r	How well I do in my studies is often the "luck of the draw".*	3.16	3.07	Student t	0.65		0.26
		1.24	1.24	Wilcoxon	180.00	0.47	0.32
se6r	There is little I can do about my performance at school.*	3.09	3.05	Student t	0.24		0.41
		0.97	0.99	Wilcoxon	235.50	0.39	0.35
se7	When I do poorly in my school subjects, it's usually because I haven't given it my best effort.	3.61	3.95	Student t	-2.18		0.98
		0.94	0.81	Wilcoxon	138.00	-1.94	0.98
se8r	Things beyond my control basically determine my grades, and I can do little to change that.*	2.39	2.63	Student t	-1.70		0.95
		0.88	0.88	Wilcoxon	195.00	-1.75	0.97
se9r	No matter how hard I study, my grades will remain the same.*	3.25	3.37	Student t	-0.93		0.82
		1.01	1.11	Wilcoxon	129.00	-0.90	0.83
se10	I feel confident in my ability to get good grades in school.	3.49	3.90	Student t	-2.05		0.98
		1.18	0.94	Wilcoxon	163.00	-1.89	0.97
sum_pr	SUM 2 Item Prokrastinasi	6.04	6.19	Student t	-0.80		0.79
		1.64	1.76	Wilcoxon	325.00	-1.37	0.92
pr1	I like to procrastinate on school assignments.	2.91	3.16	Student t	-1.61		0.94
		1.06	1.08	Wilcoxon	156.00	-1.57	0.95
pr2	I like to procrastinate on school assignments.	3.12	3.04	Student t	0.73		0.24
		1.00	1.02	Wilcoxon	172.50	0.64	0.25

Noted: N = 57 (df = 56). $p < .05$ (1-tailed, post > pre). **reverse scoring.*

The lack of a significant increase in other self-efficacy indicators could be attributed to the relatively short duration and single-session nature of the intervention. Previous research, such as Klassen, Krawchuk, and Rajan (2008), emphasizes that fostering self-efficacy often requires sustained efforts and multiple interventions that integrate self-regulation practices. Additionally, cultural factors may play a role. In Indonesia, students often rely on external motivators, such as teachers or parents, rather than internal beliefs in their abilities, which might limit the effectiveness of interventions targeting intrinsic self-efficacy in a short timeframe (Ami & Yunianta, 2020). Figure 3 below shows raincloud plots, the differences between pre and post, and the distribution of the differences between pre and post.

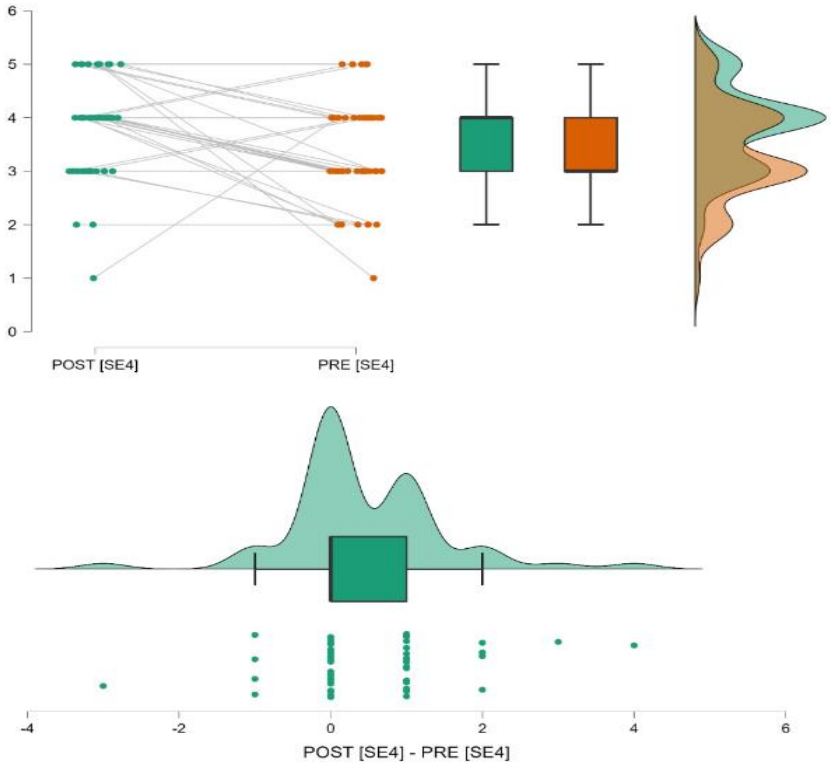

Figure 3. Raincloud plots item Self-Efficacy = "I see myself as largely responsible for my performance throughout my studies at school."

The only item that increased and reached statistical significance. Above = distribution and change lines for each student. Below = distribution of the differences between pre and post-intervention. The proportion of students tends to be higher in the increase of responsibility, where the difference in mean rank ordinal before and after tends to be more above the number of 0 (positive) compared to the difference scores with negative values.

Table 3. *Correlation of Pre and Post-Score*

Variable	1	2	3
1. Self-Efficacy [Post]	—		
2. Non Procrastination [Post]	0.26**	—	
3. Self-Efficacy [Pre]	0.42**	0.24**	—
4. Non Procrastination [Pre]	0.16	0.52**	0.41**

Noted: *p < .05, **p < .01. (1-tail)

The correlation in Table 3 is intended for exploratory purposes. Kendall's tau was used due to the non-normal distribution. The discussion will focus on column 1 (post-intervention self-efficacy). There was a significant positive correlation between self-efficacy and non-procrastination (reverse scoring of the procrastination variable) ($r = .26$, $p < .01$) and between self-efficacy before the intervention ($r = .42$, $p < .01$), but not with procrastination scores before the intervention ($p > .05$). These results indicate that self-efficacy before and after the intervention did not differ significantly. However, some of the increases in self-efficacy may be attributed to a decrease in procrastination. Furthermore, the difference between procrastination and self-efficacy scores was calculated. Students who experienced an increase in self-efficacy tended to experience a decrease in procrastination ($r = -.33$, $p < .01$).

Regarding procrastination, the findings similarly indicated no significant differences between pre-and post-test scores ($p > .05$). Steel (2007), inspired by Milgram (1992), suggests that individuals often experience procrastination when they face numerous responsibilities within a limited time frame. This phenomenon aligns with observations from the needs assessment, where students reported difficulties in managing academic tasks amid competing demands. Although the intervention included strategies to address procrastination, the low Cronbach's alpha reliability of the two-item procrastination scale (0.42 and 0.57) may have limited its ability to detect subtle changes. It highlights a methodological limitation that should be addressed in future research using more robust, more reliable measurement tools.

Interestingly, correlation analysis revealed a significant positive relationship between self-efficacy and non-procrastination scores ($r = .26$, $p < .01$), supporting the notion that students with higher self-efficacy are better equipped to manage their academic responsibilities without procrastinating (Klassen et al., 2008). This finding underscores the importance of targeting self-efficacy to reduce procrastination behaviours. Furthermore, the negative correlation between changes in self-efficacy and procrastination ($r = -.33$, $p < .01$) suggests that even modest improvements in self-efficacy can contribute to reduced procrastination tendencies.

Conclusion

Based on these findings, it can be concluded that the intervention did not achieve statistical significance in improving self-efficacy across all indicators, including reducing procrastination. However, the intervention successfully enhanced students' sense of responsibility at the item level, as demonstrated by the significant increase in item 4 (se4). Furthermore, although there was no significant change in overall procrastination scores before and after the intervention, students who reported a procrastination reduction also experienced an increase in self-efficacy. These findings suggest that interventions aimed at enhancing self-efficacy may be more effective in reducing procrastination habits than focusing solely on changing procrastination behaviour without considering other psychological factors.

For future intervention programs, it is recommended not only to focus on time management techniques but also to enhance students' self-efficacy through skills training, positive reinforcement, and acknowledging small task achievements to build confidence in completing assignments. Furthermore, individualized approaches may be necessary, such as collaborating with school counsellors to identify students with low self-efficacy and providing additional support to help them develop confidence in task completion (such as programs that foster the development of independence and personal or social responsibility). Junior high school students as adolescents are in a phase of broader social interaction, therefore, an intervention using a group approach would be more effective than a personal approach because they can support and motivate each other's (such as focus group discussion, peer mentoring, group challenges, role-playing session, and group reflection sessions). Teachers, particularly those in counselling roles, should also be trained to understand the significance of self-efficacy and how they can actively support students in enhancing it within the school setting. This support should include emotional guidance combined with effective motivational strategies.

Acknowledgement

We would like to express our gratitude to the Faculty of Social and Political Sciences (FISIP), Brawijaya University, for the Community Service Grant for the year 2024 (Grant No: 021/UN10.F11/PN/2024). We would also like to thank the student assistants who helped during the process of this event.

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