

ANALYSIS OF ACADEMIC PROCRASTINATION (AN OVERVIEW THROUGH SELF-REGULATION AND SELF-EFFICACY) IN ACCOUNTING STUDENTS AT VOCATIONAL HIGH SCHOOLS

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Abstract

The objective of this research is to investigate the effect of self-regulation on learning and self-efficacy partially or simultaneously on academic procrastination at State Vocational High Schools in East Jakarta. The method used in this research is a quantitative method. The population of this study was 179 students with 124 students who used as a research sample using the Proportionate Stratified technique Random Sampling. To obtain data the research used primary data in the form of a questionnaire / questionnaire. The research results show that self-regulation variables in learning have a significant negative effect on academic procrastination. The self-efficacy variable also has a negative and significant effect on academic procrastination. Simultaneously, the variables of self-regulation in learning and self-efficacy have an influence on academic procrastination in students of State Vocational Schools in East Jakarta. Test results from the coefficient of determination is 77.9%, while the rest is influenced by other factors outside the study. Hence, this study concluded that there is an influence between self-regulation in learning and self-efficacy on academic procrastination in XII grade of accounting students at State Vocational High Schools in East Jakarta.

Keywords: Academic Procrastination, Self-Efficacy, Self-Regulated Learning

1. INTRODUCTION

A person's education should be their top priority because of the integral role it plays in helping them plan for their future. In keeping with the mandated ends of education, which include producing citizens who are both democratic and responsible, who have faith in and reverence for God Almighty, who are healthy, knowledgeable, capable, creative, independent thinkers, and who value their own individuality and freedom. The competitiveness of a nation is largely determined by how strong human capital can be produced by education (Baedowi, 2015, p. 48). Therefore, in order to maximize the quality of education, all levels and types of existing education must seek to develop all aspects of a child's personality in a balanced way, which includes intellectual intelligence, sensitivity of conscience, faith and behavioral or acting skills.

Every individual must always be able to develop their skills and knowledge in the current era of globalization in order to be able to compete and adapt in a stressful and competitive global environment (Lubis, 2018). To compete in the global market by using their knowledge, individuals are required to be able to acquire various competencies. Each individual must be able to use his time efficiently to maximize the use of the time available. But until now, the readiness to meet these needs is still lacking. As a result of poor time management skills, students often delay doing their homework (Yaningsih &

Fachrurrozie, 2018). One of the behaviors that show unpreparedness that still exists today is stalling for time and delaying the completion of tasks and commitments. A person's time will be wasted if one cannot use it properly, such as often wasting it on activities that are not useful succeed.

Procrastination behavior can occur in all categories of work, including in education. Fernando & Rahman (2018) explains that “procrastination is an act of intentional and repeated delays in completing a task or activity, whether starting or completing the job”. Someone who commits procrastination is called a procrastinator. Academic procrastination behavior is carried out if there is a person's inability to adapt and manage themselves when facing tasks, such as abilities and skills that are lacking in organizing learning activities, lack of control over learning behavior and lack of resources to support learning activities. A procrastinator in completing his academic assignments may have something to do with the socialization process that starts at home and is then supported by the community and school. A procrastinator is a person who is aware that he has an obligation to complete but continues to postpone the work (Yuniarti et al., 2018). Therefore, the level of procrastination carried out by students in an academic environment is inseparable from the factors that underlie the formation of this procrastination behavior.

Both internal and external factors can contribute to a student putting off their schoolwork. When discussing what influences an individual, it is important to distinguish between external and internal factors. According to Carl Gustav Jung, the ego plays an important role in finding perceptions, thoughts, feelings and memories that can enter consciousness (Alwisol, 2019, p. 44). Based on this statement, it can be stated that decisions taken based on the individual's own self play a major role in making these decisions. Internal factors include the learner's own physical and mental health and factors like self-regulation and confidence in one's own ability to succeed in a given task (Clara et al., 2018). Meanwhile, the external factors of academic procrastination are those that come from outside the individual, such as the environment and parenting styles. External factors are events that occur beyond the individual's control and force him to postpone (Aditiantoro & Wulanyani, 2020).

One of the internal factors that influence a person in carrying out procrastination is low self-regulation. Self-regulation is part of self-regulated learning. Self-regulation in learning is also known as Self Regulated Learning which is an approach that uses cognition to manage planning, monitoring, and evaluating learning to achieve learning goals (Mulyadi et al., 2016). The problems contained in learning activities are problems in self-regulation. Therefore students need self-regulation skills to guide, organize, and control themselves, especially when faced with difficult assignments (Yaningsih & Fachrurrozie, 2018).

Individual learning that is carried out in a planned and independent manner in compiling a series of learning activities in accordance with predetermined goals is called self-regulation in learning (Darmawan, 2018). Opinion Wardani & Nurwardani (2019) also explains that “self-regulation in learning also shows how a person regulates, motivates, and manages his motivation, and how he creates or uses an environment that supports his academic efforts”. Academic procrastination rarely occurs among students who have strong self-regulation in learning, this is because better self-regulation in learning shows a sense of independence and the ability to control various factors that influence one's ideas, motivations and goals.

According to Pradnyaswari & Susilawati (2019), “students who do not have or lose strategies in self-regulation will result in a worse learning process, in this case students

tend to act procrastination”. Students who have low self-regulation in learning will make students' performance in the learning process low, this is because there is no strategy set in students to study well. So that it can lead students to carry out academic procrastination actions.

The next internal factor that influences academic procrastination behavior is self-efficacy. The term self-efficacy relates to a person's perception of himself and his belief in his ability to carry out the intended task. Self-efficacy is the self-confidence that individuals have in their ability to do something in certain situations, as evidenced by a higher level of difficulty in dealing with problems, assessing the ability to function in various activities, and having the strength to do it even though the effort has been made (Herawati, 2019). Someone with low self-efficacy will avoid feeling uncomfortable in handling a task, but those with strong beliefs will work hard even in the face of difficulties.

Self-efficacy has an impact on how people feel, think and behave. So, if someone's self-efficacy is poor, they will be subject to pressure, despair and lack of confidence, whereas someone with strong self-efficacy will be calm when faced with challenging challenges (Damri et al., 2017). This makes self-efficacy very influential in determining the size of the level of academic procrastination carried out by a person. According to Batool et al. (2017), “an individual who has self-efficacy in a learning process will be demonstrated by his skills in managing their learning process by defining goals that apply to themselves and implementing appropriate strategies to achieve their goals”. Lack of self-efficacy in an individual will lead to low learning persistence in pursuing tasks and will lead to academic procrastination behavior.

Research Balkis & Duru (2016) states that “students with high self-regulation capacities tend to start and complete tasks and assignments on time, this is because students are skilled in using self-regulation strategies such as time management, organizing, planning and prioritizing task to be completed”. Research Febritama & Sanjaya (2018) also states that “there is a negative relationship between self-regulation and academic procrastination”. This can be interpreted that the formation of good self-regulation can be an effective way and solution in overcoming one's academic behavior problems. However, research Darmawan (2018) explains that “self-regulated learning or self-regulation in learning does not have a significant effect on academic procrastination in students majoring in economics”.

Research Rosmayati et al. (2017) shows that “there is a significant negative relationship between self-efficacy and academic procrastination”. This can be interpreted if a person's level of self-efficacy is high, the level of academic procrastination that is carried out will be lower. However, research was demonstrated again by Zusya & Akmal (2016), which stated that “self-efficacy did not have a significant relationship with academic procrastination”. Self-efficacy only makes a small contribution to academic procrastination. Based on the description of the problem and research gaps, this study aims to obtain a correct explanation regarding the effect of self-regulation in learning and self-efficacy on academic procrastination in XII grade of accounting students at Vocational High School in East Jakarta.

2. RESEARCH METHODS

The type of research used was a quantitative research with a survey method using a questionnaire. According to Sugiyono (2019, p. 14), the survey method is a type of research conducted on large and small populations, but the data studied is data from samples collected from the population to find relative events, distribution, and relationships between sociological and psychological characteristics. This study uses three variables consisting of self-regulation in learning (X1), self-efficacy (X2), and academic procrastination (Y). The data collection was carried out using the questionnaire method. The data source used was a primary data source where the data was collected directly by the researcher using the Proportionate Stratified Random Sampling technique with a large sample of 124 respondents. The conceptual model in this study can be seen below:

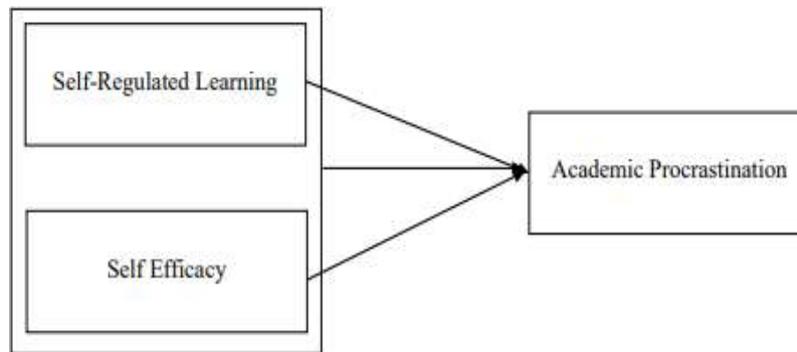


Figure 1. Research Conceptual Model

The source of data in this study is primary data which is data collected directly by researchers in the form of questionnaires. To obtain data, the researcher provides a questionnaire or questionnaire which is a set of written statements or questions to be answered by respondents (Sugiyono, 2019). The questionnaire will be distributed to XII grade of accounting students of East Jakarta Vocational High School online or online via the Google form. The data that has been obtained from the respondents is used to examine the three variables in this study, namely the variables of self-regulation in learning, self-efficacy and academic procrastination.

The research population according to Bungin (2018, p. 141) refers to all study objects used as sources of research data. The population in this study were all students of the Accounting and Finance competency skills at State Vocational High Schools in the East Jakarta area. The reachable population in this study were all XII grade of Accounting and Finance Skills Competency students at 46 Vocational High School Jakarta, 48 Vocational High School Jakarta and 50 Vocational High School Jakarta.

3. RESULTS AND DISCUSSION

3.1. Research Results

3.1.1. Multiple Regression Analysis

Table 1. Final Regression Model Analysis

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	146,418	3,247		45,097	0,000
	Self-Regulated Learning	-0,293	0,056	-0,263	-5,271	0,000
	Self Efficacy	-0,579	0,040	-0,719	-14,406	0,000
a. Dependent Variable: Academic Procrastination						

Source: SPSS v.26

Based on the coefficient values contained in the table above, the linear regression equation is obtained as follows:

$$\hat{Y} = 146,418 - 0,293X_1 - 0,579X_2$$

The above coefficient table is used to interpret the regression model: 1) If one's sense of control over one's own learning and one's own sense of competence are both zero, then one's tendency to put off doing schoolwork is 146.418 (constant value coefficient = 146.418). 2) The value of the regression coefficient (b1) is -0.293, which means that for every point increase in learning self-regulation, academic procrastination drops by 0.293 points. Since 0.000 is less than 0.05, it can be concluded that variable X1 has a substantial effect on Y. Academic procrastination is inversely related to students' abilities to self-regulate their own learning, as indicated by a coefficient in the negative range. This suggests that students who are able to better control their own learning habits have less trouble putting off doing their schoolwork. 3) The regression coefficient (b2) is -0.579, which means that for every point increase in self-efficacy, there is a corresponding decrease of 0.579 points in academic procrastination. Because 0.000 is less than 0.05, it means that the influence of variable X2 on Y is statistically significant. Academic procrastination is inversely related to low self-efficacy, as indicated by a positive coefficient. This suggests that the student's level of self-efficacy has a direct correlation with his or her procrastination.

3.1.2. T-Test (Partial)

This test can be used to get an idea of the degree to which an independent variable is related to a dependent one. Academic procrastination served as the dependent variable in this study, with self-regulation in learning and self-efficacy as the independent variables.

Tabel 2. Partial Regression Coefficient Test Result (T-Test)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	146,683	3,196		45,891	0,000
	Self-Regulated Learning	-0,293	0,055	-0,262	-5,359	0,000
	Self Efficacy	-0,583	0,039	-0,724	-14,781	0,000

a. Dependent Variable: Academic Procrastination

Source: SPSS v.26

According to the results of the t test contained in table 2, it is known that the t-table is searched for a significance of $0.05/2 = 0.025$ (two-tailed test) with $df = (n-k-1)$ or $df = (124-2-1) = 121$ obtained yield 1,980. Referring to the test results, a t-statistic value of 5.359 is obtained so that it can be seen that the value is greater than the t-table value of 1.980. Then, the significance value obtained is 0.000 which is smaller than 0.05, so it can be concluded that H_0 is rejected. In other words, there is a significant influence between self-regulation in learning and academic procrastination.

In the self-efficacy variable, it is known that the t-table is found to have a significance of $0.05/2 = 0.025$ (two-tailed test) with $df = (n-k-1)$ or $df = (124-2-1) = 121$ to obtain a result of 1.980. Referring to the test results, a t-statistic value of 14.781 is obtained so that it can be seen that this value is greater than the t-table value of 1.980. Given that the obtained significance value is 0.000, which is smaller than 0.05, we can conclude that H_0 is rejected. This indicates that self-efficacy significantly influences the tendency to put off doing schoolwork.

3.1.3. F Test (Simultaneous)

The F test is carried out by comparing the significance value in the research model with a predetermined significance. Following are the results of the F test:

Tabel 3. Simultaneous Regression Coefficient Test Result (F-Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5700,011	2	2850,006	213,243	<,001 ^b
	Residual	1617,174	121	13,365		
	Total	7317,185	123			

a. Dependent Variable: Academic Procrastination

b. Predictors: (Constant), Self Efficacy, Self-Regulated Learning

Source: SPSS V.26

The F-statistic value is 213.243, and the f-table can be found in the F distribution table at a significance level of 0.05, where df_1 (number of variables-1) or $df = 3-1$ and $df_2 = n-k-1$ or $df_2 = 124-2-1 = 122$, yielding a value of 3.07. Consequently, this f-statistic is 213.243 times greater than 3.07. The result is a significance value of 0.000 when the value is less than 0.05. Based on this analysis, it can be concluded that self-regulation in learning and self-efficacy affect academic procrastination simultaneously or jointly.

3.1.4. Coefficient of Determination Test (R^2)

The coefficient of determination analysis is used to calculate the percentage contribution of the independent variable to the dependent variable at the same time. The coefficient of determination was calculated using SPSS v.26, and the results are as follows:

Table 4. Coefficient of Determination Result

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.883 ^a	0,779	0,775	3,656
a. Predictors: (Constant), Self Efficacy, Self-Regulated Learning				
b. Dependent Variable: Academic Procrastination				

Source: SPSS v.26

Based on table 4, it can be seen from the R square or R^2 in the Model Summary table of 0.779. It can be concluded that 77.9% of self-regulation variables in learning and self-efficacy simultaneously affect academic procrastination.

3.2. Discussion

3.2.1. The Effect of Self-Regulated Learning Towards Academic Procrastination

Based on the results of the tests conducted previously and described above, the findings revealed a negative and statistically significant relationship between self-regulation in learning and academic procrastination among students in XII grade at Financial Accounting Institutions. This is demonstrated by the coefficient value of variable X1 in the test of the multiple regression equation, which is -0.293, indicating that if self-regulation in learning increases by 1 point, academic procrastination will decrease by 0.293 with a constant of 146.418. The negative coefficient value of variable X1 indicates that if self-regulation in learning increases, academic procrastination will decrease. The calculation of the partial significance test (t test) for self-regulation in learning yielded a t-statistic of 5.359, which indicates that the value exceeds the t-table of 1.980, and a significance value of 0.00, which indicates that the value is less than 0.05.

The results of this study are in line with previous research conducted by Valenzuela et al. (2020) which found “a very strong negative correlation between self-regulation and procrastination behavior”. Likewise with the results of research conducted by Limone et al. (2020) which states that “procrastination is a representation of a student's failure to self-regulate”.

3.2.2. The Effect of Self-Efficacy on Academic Procrastination

The research findings indicate that there is a negative and statistically significant relationship between self-efficacy and academic procrastination, based on the results of the tests conducted previously and described above. This is demonstrated by the coefficient value of variable X2 in the multiple regression equation test, which was -0.579, indicating that if self-efficacy increases by 1 point, academic procrastination will decrease by 0.579 with a constant value of 146.418. The coefficient value of variable X2 is negative, indicating that academic procrastination will decrease if self-efficacy increases. The partial significance test (t test) for self-efficacy yielded a t-statistic of 14.781, which indicates that the value exceeds the t-table of 1.980, and a significance value of 0.00, which indicates that the value is less than 0.05.

The results of this study are in line with research conducted by Li et al. (2020) which found “a negative correlation between self-efficacy and academic procrastination”. Self-efficacy can lead to high motivation to complete academic assignments so that the level of academic procrastination will decrease. Conversely, if academic self-efficacy is low in carrying out tasks it will result in higher academic delays.

3.2.3. The Effect of Self-Regulated on Learning and Self-Efficacy on Academic Procrastination

Based on the results of the tests conducted previously and described above, the research results indicate that there is a significant interaction between self-regulation in learning and self-efficacy and academic procrastination among Institutional Financial Accounting students in XII grade. The F test yields an F-statistic of 213.243, which indicates that the value exceeds the F-table of 3.07 with a significance value of 0.000, which indicates that the value is less than 0.05.

Based on the test of the coefficient of determination R², the result is 0.779. Based on these coefficients, it is known that the magnitude of the influence relationship between Self-Regulation in Learning and Self-Efficacy on Academic Procrastination is 77.9%.

Results of research conducted by Yerdelen et al. (2016) shows that “the level of self-efficacy and self-regulation can predict and reduce the level of procrastination”. This shows that students who have high confidence in using self-regulation strategies can reduce the level of academic procrastination behavior.

Furthermore, it is relevant to research conducted by Lubis (2018) and Zhang et al. (2018). The results of this study found “a negative relationship between self-regulation in learning and self-efficacy”. This indicates that procrastination decreases along with improved levels of self-regulation in learning and self-efficacy. Otherwise, if one lacks a sense of mastery over one's own learning and a sense of confidence in one's own abilities, academic procrastination is likely to be prevalent.

4. CONCLUSION

Results from the study Effect of Self-Regulated Learning and Self-Efficacy on Academic Procrastination in XII Grade of Institutional Financial Accounting at East Jakarta Vocational High School Students which show a negative and significant relationship between self-regulation in learning and academic procrastination among SMKN Jakarta Timur students. Therefore, the ability to self-regulate one's own learning is correlated with less slacking off in the classroom. Conversely, academic procrastination increases as students' abilities to self-regulate their own learning decline.

For East Jakarta Vocational High School's twelfth-grade Institutional Financial Accounting students, a lack of confidence in one's own abilities correlates negatively with putting off doing their homework. What this has shown is that the conventional causality between these two factors actually works backwards. Students who believe in their own abilities are less likely to put off doing what needs to be done. The more academic procrastination a student engages in, the lower his or her sense of self-efficacy.

Procrastination in the classroom is inversely related to students' levels of self-regulation and self-efficacy. This demonstrates the importance of self-regulation in learning and self-efficacy in lowering academic procrastination. Procrastination in school can be predicted in large part by a student's level of self-regulation and self-efficacy in the classroom.

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