



OVERCOMING ACADEMIC PROCRASTINATION FOR COLLEGE STUDENT

Lulu Fatihatul Uyun

Universitas Pendidikan Indonesia, Bandung, Indonesia

lulufatihatuluyun@upi.edu

Ilfiandra

Universitas Pendidikan Indonesia, Bandung, Indonesia

ilfiandra@upi.edu

Anne Hafina

Universitas Pendidikan Indonesia, Bandung, Indonesia

annehafina@upi.edu

Abstract; *Academic procrastination is an individual's deliberate delay in starting, working on, and completing academic tasks. Procrastination is caused by finding it difficult to do tasks, when given a task load, a procrastinator tends to delay and prefer to do things he likes. This article aims to study the handling of academic procrastination. The research method used in this article was literature review on how to overcome academic procrastination from relevant sources. The data sources used were articles, journals, and books that discuss academic procrastination. Data sources were obtained from various search sites such as Google Scholar, Science Direct, SAGE Pub, etc. The results showed that academic procrastination can be overcome by increasing self-regulation, making plans, setting schedules based on priorities, preparing thoroughly, doing tasks step by step, upgrading knowledge and skills, identifying constraints, motivating yourself.*

Keyword; *Academic procrastination, College student, Overcoming.*

Abstrak; *Penundaan akademik adalah penundaan yang disengaja individu dalam memulai, mengerjakan, dan menyelesaikan tugas akademik. Penundaan disebabkan karena merasa sulit mengerjakan tugas, ketika diberi beban tugas, seorang penunda cenderung menunda-nunda dan lebih suka melakukan hal-hal yang disukainya. Artikel ini bertujuan untuk mengkaji penanganan prokrastinasi akademik. Metode penelitian yang digunakan adalah studi kepustakaan tentang cara mengatasi prokrastinasi akademik dari sumber-sumber yang relevan. Sumber data yang digunakan adalah artikel, jurnal, dan buku yang membahas tentang prokrastinasi akademik. Sumber data diperoleh dari berbagai situs pencarian seperti Google Scholar, Science Direct, SAGE Pub, dll. Hasil penelitian menunjukkan bahwa prokrastinasi akademik dapat diatasi dengan meningkatkan regulasi diri, membuat rencana, menetapkan jadwal berdasarkan prioritas, mempersiapkan dengan matang, mengerjakan tugas langkah demi langkah, meningkatkan pengetahuan dan keterampilan, mengidentifikasi hambatan, memotivasi diri sendiri.*

Kata Kunci; *Prokrastinasi akademik, Mahasiswa, Mengatasi.*



INTRODUCTION

Academic procrastination is a word used to describe procrastination in the classroom. Academic procrastination is the act of delaying the beginning, doing, completion of academic tasks. Burka & Yuen (2008) explain that procrastination is a complex psychological problem caused by a fear of starting and performing a task. Procrastination is a common problem that is often done by every human being. Procrastination is the term used to denote the deliberate postponement of desired action despite the belief that it will have a negative result (Steel, 2007).

Academic procrastination is a reaction to a task that is unpleasant. This happens because people are hesitant to do work they dislike, and creating a fear of failure pushes people to put off tasks they don't want to do (Burka & Yuen, 2008). Writing papers, studying for exams, researching and reading reference sources, conducting administrative work, attending lecture process meetings, and completing academic tasks in general are all things that students put off (Solomon & Rothblum, 1984).

Several previous studies have examined the level of procrastination, one study at the University of Bristol, England found that 66% of students reported themselves as procrastinators, 48% of whom admitted to procrastinating. The main reasons for procrastinating include laziness, lack of motivation, stress, excessive internet use, and difficulty in doing tasks (He, 2017). Meanwhile, the phenomenon of procrastination is also commonly found among Indonesian students. One of them is the research by Jannah & Muis (2014) conducted at the Faculty of Education, State University of Surabaya which states that 55% of students experience procrastination in the moderate category, 29% in the high category, and 16% in the low category. Furthermore, students in the Guidance and

Counseling Study Program showed procrastination in a very high category at 6%, a high category of 81%, a medium category of 13%, and a low category of 0% (Muyana, 2018).

According to the data, it can be found that procrastination is a common problem that often occurs among students. This high rate of procrastination will cause various adverse effects, including the results of Pekpazar et al., (2021) research which shows that the impact of procrastination can hinder students' academic performance so that it can hamper the learning process. In addition, Özer & Saçkes, (2011) also suggest that the impact of procrastination behavior is a decrease in life satisfaction. Furthermore, the results of the research by Suhadianto & Pratitis (2020) explained that the impact of academic procrastination is divided into six domains including 1) Affective domains, such as anxiety, panic, uncontrollable emotions. 2) Cognitive domain, such as always remembering and imagining unfinished tasks. 3) Behavioral domains, such as being late for work, always in a hurry. 4) Physical domain, in the form of dizziness, tiredness, difficulty sleeping. 5) Moral realm, such as cheating. 6) The interpersonal domain, such as getting a bad image or judgment from others.

From this explanation, procrastination is a complex problem that can cause various problems both for oneself and for universities. Delays made by students will cause a sense of regret because a lot of time is wasted so that assignments are neglected, and the results are not optimal. Solomon dan Rothblum (in Ackerman & Gross, 2005) found that students who habitually procrastinate believe that this behavior can significantly affect their academic achievement, ability to master class material, and their quality of life.



Based on these assumptions, high frequency and untreated academic delays will have a negative impact on the future of students and the image of the university (Khoirunnisa et al., 2021). Therefore, it is very important to know how to overcome procrastination so that a procrastinator can reduce or even stop procrastination behavior in academics.

LITERATURE REVIEW

Academic Procrastination

The term procrastination comes from a combination of two Latin words, namely "pro" which means forward or forward, and "crastinate" which means tomorrow or tomorrow, to be tomorrow. So when the two terms are combined they become "procrastinate" which means to postpone until tomorrow or later (Knaus, 2002). Burka & Yuen (2008) explain that procrastination is a complex psychological problem caused by a fear of starting and performing a task. Procrastination is a common problem that is often done by every human being. Procrastination is the term used to describe the voluntary postponement of a desired action in spite of the belief that it will have a negative result (Steel, 2007).

In fact, delays are associated with constructions that involve intolerance to unpleasant internal experiences, such as frustration intolerance (Dryden, 2012). According to research on procrastination, peoples are more inclined to delay unpleasant or tedious tasks (Milgram et al., 1988; Blunt & Pychyl, 2000). Thus, the delay arises due to the appearance of feelings of discomfort with the activity to be carried out such as thinking that the activity feels difficult, boring, and scary so that strong negative emotions appear.

Procrastination is different from laziness; laziness is apathy or unwillingness to use effort or energy to perform an activity. Meanwhile,

procrastination uses efforts to divert to replacement activities caused by diversion to avoid feeling uncomfortable or activities that are felt boring (Knaus, 2002). In addition, Burka & Yuen (2008) explain that procrastination occurs due to irrational thinking, considering that a job must be completed perfectly so that this becomes the cause of a person feeling anxious and avoiding to start a job.

Meanwhile, Silver (in Ghufon, 2012) says a person who does procrastination does not intend to avoid or be inquisitive about the task at hand, but simply procrastinates to do so that it takes the time it takes to complete the task. According to Burka dan Yuen (2008) a person who does procrastination himself is not happy with his deeds and wants to make improvements, but they have difficulty coping with them and tend to always repeat them again.

Procrastination does not only occur in the world of work, but is very popular in the academic world known as academic procrastination. Academic procrastination refers to procrastination that is carried out deliberately in completing tasks related to the academic field. In addition, procrastination has been identified as a significant issue for students and has been linked to unfavorable effects such poor academic achievement (Kim & Seo, 2015).

Based on the opinions of these experts, it can be seen that academic procrastination is a delay made by individuals deliberately in starting, performing, and completing their academic tasks. On the whole, delays are caused by a feeling of difficulty in working on tasks, so that when given the burden of tasks a procrastinator tends to delay and prefers to do things that are liked. In addition, a person who often experiences delays usually assumes that the time is still quite a lot so that he makes a delay. But actually, time management is not the only



reason that causes a person to do procrastination, sometimes individuals do procrastination because they feel afraid of failure so they cannot start in doing tasks.

The Factors Impact Academic Procrastination

Procrastination behavior can occur due to various factors, namely internal factors and external factors. Several studies have examined internal factors, including the results of Schouwenburg (1995) research which states that procrastination can occur due to fear of failure and laziness to do tasks. Meanwhile, Rahimi & Vallerand (2021) revealed that individuals who have negative emotions tend to procrastinate academically. In addition, stress and low self-regulation can trigger someone to do procrastination (Handayani & Abdullah, 2016) (Ulum, 2016). In addition to psychological factors, procrastination can also be influenced by age. Younger individuals tend to procrastinate more often than older individuals (Khan et al., 2014).

On the other hand, other studies also examine external factors. According to Candra et al., (2014) procrastination is more often influenced by external factors, namely the environment. The environment in question can be in the form of a family environment, school environment, and community environment. Other researchers added that there are several external factors that cause students to procrastinate, including assignments that are too difficult or tasks that are too easy to do (such as making resumes, power points for presentations), taking long assignments, relying on friends, busyness. off-campus students. (such as joining an organization or working), and task stacking (Fauziah, 2015).

In addition, another study found that when a person feels satisfied with his life, academic procrastination behavior decreases. Life satisfaction can make it

easier for someone to be responsible for academic tasks. Happy students may have a positive outlook on everything in life including academic assignments. This situation can motivate students in facing academic tasks (Kandemir, 2014).

Based on the various factors that have been stated above, there are many factors that cause procrastination. One of them is someone who procrastinates because he is afraid of bad judgment from others, is worried about the results that are done not well. This worry describes the fear of failure, so the strategy to get rid of that fear is to procrastinate. While the emergence of feelings of anxiety caused by excessive worry. This will have an impact on a person's level of concentration so that they become unfocused in doing their work. In addition, unfavorable environmental conditions can also cause procrastination, because a person will be easily disturbed if the surrounding environment is not supportive.

METHOD

The study of procrastination is quite interesting for researchers, this can be seen from the large amount of literature that discusses procrastination. This shows that the study of procrastination is an important and interesting topic to discuss. In this study, researchers used the literature review method to examine more deeply related to the handling of academic procrastination.

The data sources used were articles, journals, and books that discuss academic procrastination. Data sources were obtained from various search sites such as Google Scholar, Science Direct, SAGE Pub, etc. Furthermore, the data sources that have been selected are identified and analyzed to obtain in-depth review results.



RESULT AND DISCUSSION

Procrastination is a fairly complex problem, procrastination behavior is a phenomenon of affective and cognitive behavior resulting from a feeling of fear of failure in doing tasks (Solomon & Rothblum, 1984). Almost everyone engages in unconscious procrastination. It's just that some experience it chronically and some don't. In this case, there is a need for handling so that procrastination behavior can be prevented and eliminated.

Good time management can be one solution to help overcome procrastination behavior. This is conveyed by Salzgeber (2017) there are three time management strategies to avoid procrastination, including: 1) setting a schedule, 2) starting the day with enthusiasm, 3) planning activities the night before. This shows that making a good schedule and time can reduce procrastination behavior. In addition to time management, there are also several strategies to overcome procrastination, including: 1) activity planning; 2) motivation and social cooperation; 3) unobtrusive conditions; 4) urgency; 5) visions of unpleasant consequences; 6) inner satisfaction; 7) positive vision; 8) work under pressure; 9) financial rewards (Nabelkova & Ratkovska, 2015).

Burka & Yuen (2008) in their book suggest ways to reduce procrastination by maintaining a healthy body, one of which is by exercising. This is expressed because when the body and mental conditions are balanced, a person will be more prepared and more stable in carrying out their duties. In addition, Burka also revealed that when you feel pressured to do a task, take a break by moving your body. This is not without reason because by making the body move it can accelerate blood circulation, besides that it can help reduce pressure and tension in the body so that the brain will be more prepared and

focused on doing tasks. In addition, Tracy (2017) revealed several strategies to reduce procrastination behavior, including: 1) Making a to-do list; 2) Plan one day in advance; 3) Set the schedule based on priority; 4) Prepare thoroughly; 5) Doing the task little by little; 6) Improve knowledge and skills; 7) Identify constraints; 8) Motivate yourself.

The implications of this research are expected to provide information on how to overcome academic procrastination not only among college students but also among students at the primary, junior high, and high school levels. With this research, it is expected that students can reduce procrastination behavior in academic activities. Because based on the results of the study of procrastination theory, it will have a negative impact on the perpetrators. Therefore, researchers collect information on how to deal with procrastination. There are many ways that have been described in this study, if done and practiced continuously, positive changes will appear in a procrastinator.

On the other hand, this study has limitations, namely that it only shows theoretical treatment and does not describe practical techniques. More research is needed to prove the effectiveness of procrastination treatment. Thus, a theory will be stronger in the presence of supporting research.

CONCLUSION

Academic procrastination is an issue that develops as a result of bad feelings about a task. Because it is known from prior study that procrastination is fairly common among students, it is vital to do research that focuses on how to deal with procrastination. The author concludes from the foregoing explanation that one's own self-control is the most important factor in dealing with procrastination. The author concludes that there are a variety

of strategies for reducing procrastination, including focusing on activities rather than achievements, motivating yourself to act, making plans before starting the day, increasing self-knowledge and skills, putting pressure on yourself, focusing attention, discipline, task prioritization, and increasing self-esteem by expressing positive words to yourself.

BIBLIOGRAPHY

- Ackerman, D. S., & Gross, B. L. (2005). My instructor made me do it: Task characteristics of procrastination. *Journal of Marketing Education*, 27(1), 5–13.
<https://doi.org/10.1177/0273475304273842>
- Burka, J. B., & Yuen, L. M. (2008). *Procrastination Why You Do It, What to Do About It Now*. Da Capo Pers.
- Candra, U., Wibowo, M. E., & Setyowani, N. (2014). Faktor – Faktor Penyebab Prokrastinasi Akademik pada Siswa Kelas XI SMA Negeri Kabupaten Temanggung. *Indonesian Journal of Guidance and Counseling*, 3(3), 66–72.
<http://journal.unnes.ac.id/sju/index.php/jbk>
- Dryden, W. (2012). Dealing with Procrastination: The REBT Approach and a Demonstration Session. *Journal of Rational - Emotive and Cognitive - Behavior Therapy*, 30(4), 264–281.
<https://doi.org/10.1007/s10942-012-0152-x>
- Fauziah, H. H. (2015). Fakor-Faktor Yang Mempengaruhi Prokrastinasi Akademik Pada Mahasiswa Fakultas Psikologi Uin Sunan Gunung Djati Bandung. *Psymphatic: Jurnal Ilmiah Psikologi*, 2(2), 123–132.
<https://doi.org/10.15575/psy.v2i2.453>
- Ferrari, J. R., Johnson, J. L., & McCown, W. G. (1995). *Procrastination and Task Avoidance Theory, Research, and Treatment*. Plenum Press.
<https://doi.org/10.1007/978-1-4899-0227-6>
- Handayani, S., & Abdullah, A. (2016). Hubungan stres dengan prokrastinasi pada mahasiswa. *Psikovidya*, 20(1), 32–39.
- Jannah, M., & Muis, T. (2014). Prokrastinasi Akademik (Perilaku Penundaan Akademik) Mahasiswa Fakultas Ilmu Pendidikan Universitas Negeri Surabaya. *Jurnal BK Unesa*, 4(3), 1–8.
- Kandemir, M. (2014). Reasons of Academic Procrastination: Self-regulation, Academic Self-efficacy, Life Satisfaction and Demographics Variables. *Procedia - Social and Behavioral Sciences*, 152, 188–193.
<https://doi.org/10.1016/j.sbspro.2014.09.179>
- Khan, M. J., Arif, H., Noor, S. . ., & Muneer, S. (2014). Academic Procrastination among Male and Female University and College Students - ProQuest. *FWU Journal of Social Sciences* 8.2, 8(2), 65–70.
<http://search.proquest.com/libraryproxy.griffith.edu.au/docview/1676108321/CC20773EC19D4D74PQ/4?accountid=14543>
- Khoirunnisa, R. N., Jannah, M., Dewi, D. K., & Satiningsih, S. (2021). Prokrastinasi Akademik Mahasiswa Tingkat Akhir pada Masa Pandemi COVID-19. *Jurnal Psikologi Teori Dan Terapan*, 11(3), 278–292.
<https://doi.org/10.26740/jppt.v11n3.p278-292>
- Kim, K. R., & Seo, E. H. (2015). The relationship between procrastination and academic performance: A meta-analysis. *Personality and Individual Differences*, 82, 26–33.
<https://doi.org/10.1016/j.paid.2015.02.038>
- Knaus, W. (2002). The Procrastination Workbook. In *New Harbinger Publications*.
<http://medcontent.metapress.com/index/A65RM03P4874243N.pdf>



- Milgram, N. A., Sroloff, B., & Rosenbaum, M. (1988). The procrastination of everyday life. *Journal of Research in Personality*, 22(2), 197–212. [https://doi.org/10.1016/0092-6566\(88\)90015-3](https://doi.org/10.1016/0092-6566(88)90015-3)
- Muyana, S. (2018). Prokrastinasi akademik dikalangan mahasiswa program studi bimbingan dan konseling. *Counsellia: Jurnal Bimbingan Dan Konseling*, 8(1), 45. <https://doi.org/10.25273/counsellia.v8i1.1868>
- Nabelkova, E., & Ratkovska, J. (2015). 2015 Vol. 39. No. 1. *Academic Procrastination and Factors Contributing to Its Overcoming*, 39(1).
- Özer, B. U., & Saçkes, M. (2011). Effects of academic procrastination on college students' life satisfaction. *Procedia - Social and Behavioral Sciences*, 12, 512–519. <https://doi.org/10.1016/j.sbspro.2011.02.063>
- Pekpazar, A., Kaya Aydın, G., Aydın, U., Beyhan, H., & Arı, E. (2021). Role of Instagram Addiction on Academic Performance among Turkish University Students: Mediating Effect of Procrastination. *Computers and Education Open*, 2, 100049. <https://doi.org/10.1016/j.caeo.2021.100049>
- Rahimi, S., & Vallerand, R. J. (2021). The role of passion and emotions in academic procrastination during a pandemic (COVID-19). *Personality and Individual Differences*, 179(March), 110852. <https://doi.org/10.1016/j.paid.2021.110852>
- Salzgeber, N. (2017). *Stop Procrastinating: A Simple Guide to Hacking Laziness, Building Self Discipline, and Overcoming Procrastination*. Amazon Digital Services LLC.
- Schouwenburg, H. C. (1995). Academic Procrastination. In *Procrastination and Task Avoidance* (pp. 71–96). https://doi.org/10.1007/978-1-4899-0227-6_4
- Solomon, L. J., & Rothblum, E. D. (1984). Academic procrastination: Frequency and cognitive-behavioral correlates. *Journal of Counseling Psychology*, 31(4), 503–509. <https://doi.org/10.1037//0022-0167.31.4.503>
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133(1), 65–94. <https://doi.org/10.1037/0033-2909.133.1.65>
- Suhadianto, & Pratitis, N. (2020). Eksplorasi faktor penyebab, dampak dan strategi untuk penanganan prokrastinasi akademik pada mahasiswa. *Jurnal RAP (Riset Aktual Psikologi Universitas Negeri Padang)*, 10(2), 204–223. <https://doi.org/10.24036/rapun.v10i2.106266>
- Tracy, B. (2017). *Eat That Frog! 21 Great Ways to Stop Procrastinating and Get More Done in Less Time 3rd*. Berret Koehler.
- Ulum, M. I. (2016). Strategi Self-Regulated Learning untuk Menurunkan Tingkat Prokrastinasi Akademik Siswa. *Psymphatic: Jurnal Ilmiah Psikologi*, 3(2), 153–170. <https://doi.org/10.15575/psy.v3i2.1107>
- Ackerman, D. S., & Gross, B. L. (2005). My instructor made me do it: Task characteristics of procrastination. *Journal of Marketing Education*, 27(1), 5–13. <https://doi.org/10.1177/0273475304273842>
- Burka, J. B., & Yuen, L. M. (2008). *Procrastination Why You Do It, What*

- to Do About It Now. Da Capo Pers.
- Candra, U., Wibowo, M. E., & Setyowani, N. (2014). Faktor – Faktor Penyebab Prokrastinasi Akademik pada Siswa Kelas XI SMA Negeri Kabupaten Temanggung. *Indonesian Journal of Guidance and Counseling*, 3(3), 66–72. <http://journal.unnes.ac.id/sju/index.php/jbk>
- Dryden, W. (2012). Dealing with Procrastination: The REBT Approach and a Demonstration Session. *Journal of Rational - Emotive and Cognitive - Behavior Therapy*, 30(4), 264–281. <https://doi.org/10.1007/s10942-012-0152-x>
- Fauziah, H. H. (2015). Fakor-Faktor Yang Mempengaruhi Prokrastinasi Akademik Pada Mahasiswa Fakultas Psikologi Uin Sunan Gunung Djati Bandung. *Psymphatic: Jurnal Ilmiah Psikologi*, 2(2), 123–132. <https://doi.org/10.15575/psy.v2i2.453>
- Ferrari, J. R., Johnson, J. L., & McCown, W. G. (1995). *Procrastination and Task Avoidance Theory, Research, and Treatment*. Plenum Press. <https://doi.org/10.1007/978-1-4899-0227-6>
- Handayani, S., & Abdullah, A. (2016). Hubungan stres dengan prokrastinasi pada mahasiswa. *Psikovidya*, 20(1), 32–39.
- Jannah, M., & Muis, T. (2014). Prokrastinasi Akademik (Perilaku Penundaan Akademik) Mahasiswa Fakultas Ilmu Pendidikan Universitas Negeri Surabaya. *Jurnal BK Unesa*, 4(3), 1–8.
- Kandemir, M. (2014). Reasons of Academic Procrastination: Self-regulation, Academic Self-efficacy, Life Satisfaction and Demographics Variables. *Procedia - Social and Behavioral Sciences*, 152, 188–193. <https://doi.org/10.1016/j.sbspro.2014.09.179>
- Khan, M. J., Arif, H., Noor, S. ., & Muneer, S. (2014). Academic Procrastination among Male and Female University and College Students - ProQuest. *FWU Journal of Social Sciences* 8.2, 8(2), 65–70. <http://search.proquest.com/libraryproxy.griffith.edu.au/docview/1676108321/CC20773EC19D4D74PQ/4?accountid=14543>
- Khoirunnisa, R. N., Jannah, M., Dewi, D. K., & Satiningsih, S. (2021). Prokrastinasi Akademik Mahasiswa Tingkat Akhir pada Masa Pandemi COVID-19. *Jurnal Psikologi Teori Dan Terapan*, 11(3), 278–292. <https://doi.org/10.26740/jptt.v11n3.p278-292>
- Kim, K. R., & Seo, E. H. (2015). The relationship between procrastination and academic performance: A meta-analysis. *Personality and Individual Differences*, 82, 26–33. <https://doi.org/10.1016/j.paid.2015.02.038>
- Knaus, W. (2002). The Procrastination Workbook. In *New Harbinger Publications*. <http://medcontent.metapress.com/index/A65RM03P4874243N.pdf>
- Milgram, N. A., Sroloff, B., & Rosenbaum, M. (1988). The procrastination of everyday life. *Journal of Research in Personality*, 22(2), 197–212. [https://doi.org/10.1016/0092-6566\(88\)90015-3](https://doi.org/10.1016/0092-6566(88)90015-3)
- Muyana, S. (2018). Prokrastinasi akademik dikalangan mahasiswa program studi bimbingan dan konseling. *Counsellia: Jurnal Bimbingan Dan Konseling*, 8(1), 45. <https://doi.org/10.25273/counsellia.v8i1.1868>
- Nabelkova, E., & Ratkovska, J. (2015). 2015 Vol. 39. No. 1. *Academic Procrastination and Factors Contributing to Its Overcoming*, 39(1).
- Özer, B. U., & Saçkes, M. (2011). Effects of academic procrastination on college students' life satisfaction. *Procedia -*



- Social and Behavioral Sciences*, 12, 512–519.
<https://doi.org/10.1016/j.sbspro.2011.02.063>
- Pekpazar, A., Kaya Aydın, G., Aydın, U., Beyhan, H., & Arı, E. (2021). Role of Instagram Addiction on Academic Performance among Turkish University Students: Mediating Effect of Procrastination. *Computers and Education Open*, 2, 100049.
<https://doi.org/10.1016/j.caeo.2021.100049>
- Rahimi, S., & Vallerand, R. J. (2021). The role of passion and emotions in academic procrastination during a pandemic (COVID-19). *Personality and Individual Differences*, 179(March), 110852.
<https://doi.org/10.1016/j.paid.2021.110852>
- Salzgeber, N. (2017). *Stop Procrastinating: A Simple Guide to Hacking Laziness, Building Self Discipline, and Overcoming Procrastination*. Amazon Digital Services LLC.
- Schouwenburg, H. C. (1995). Academic Procrastination. In *Procrastination and Task Avoidance* (pp. 71–96).
https://doi.org/10.1007/978-1-4899-0227-6_4
- Solomon, L. J., & Rothblum, E. D. (1984). Academic procrastination: Frequency and cognitive-behavioral correlates. *Journal of Counseling Psychology*, 31(4), 503–509.
<https://doi.org/10.1037//0022-0167.31.4.503>
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133(1), 65–94.
<https://doi.org/10.1037/0033-2909.133.1.65>
- Suhadianto, & Pratitis, N. (2020). Eksplorasi faktor penyebab, dampak dan strategi untuk penanganan prokrastinasi akademik pada mahasiswa. *Jurnal RAP (Riset Aktual Psikologi Universitas Negeri Padang)*, 10(2), 204–223.
<https://doi.org/10.24036/rapun.v10i2.106266>
- Tracy, B. (2017). *Eat That Frog! 21 Great Ways to Stop Procrastinating and Get More Done in Less Time 3rd*. Berret Koehler.
- Ulum, M. I. (2016). Strategi Self-Regulated Learning untuk Menurunkan Tingkat Prokrastinasi Akademik Siswa. *Psymphatic: Jurnal Ilmiah Psikologi*, 3(2), 153–170.
<https://doi.org/10.15575/psy.v3i2.1107>