

The Relationship Between Self-Efficacy and Academic Procrastination Among Student Activists at Muhammadiyah and Aisyiyah Higher Education Institutions in The DIY Region

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ABSTRACT

Academic procrastination is a persistent problem among university students, particularly student activists who must balance academic duties with organizational responsibilities. Self-efficacy may determine students' confidence, persistence, and ability to complete academic tasks despite competing demands. This study examined the relationship between self-efficacy and academic procrastination among student activists at Muhammadiyah and Aisyiyah higher education institutions in the Special Region of Yogyakarta. A quantitative correlational design was employed involving 327 student activists selected through purposive sampling from an estimated population of 1,800 students. Data were collected using a 26-item self-efficacy scale based on the dimensions of level, strength, and generality and a 25-item academic procrastination scale covering task delay, lateness, time discrepancy, and preference for enjoyable activities. The instruments demonstrated acceptable reliability, with a Cronbach's alpha coefficient of 0.651. Data were analyzed using Pearson's product-moment correlation in SPSS version 17.0. The results revealed a significant negative relationship between self-efficacy and academic procrastination ($r = -0.606$; $p < 0.001$). Self-efficacy contributed 36.72% to variations in academic procrastination, while other factors explained 63.28%. These findings indicate that stronger self-efficacy is associated with lower academic procrastination. Universities should therefore strengthen students' confidence, persistence, and task-management abilities through counseling and academic development programs.

INTRODUCTION

Education aims to optimize individual potential throughout life in accordance with societal values and culture. At the university level, students are expected to learn independently, complete academic responsibilities, and develop competencies needed to compete in the labor market. However, students differ in their ability to manage learning activities and time, which may hinder the timely completion of academic assignments (Panjaitan et al., 2018; Lestari et al., 2022).

One persistent problem in higher education is academic procrastination, defined as the deliberate postponement of academic responsibilities despite awareness of its possible adverse consequences. This behavior commonly occurs when students delay completing coursework, internship reports, or undergraduate theses. Preliminary interviews and observations indicated that academic procrastination also occurred among student activists. Their involvement in campus organizations and extracurricular activities created competing demands, while limited

motivation and poor time management further contributed to delays in completing academic tasks.

Student activists generally assume additional organizational and social responsibilities beyond their academic obligations. Consequently, they may experience difficulty allocating sufficient time and energy to academic assignments. Academic procrastination can be influenced by internal factors, including physical and psychological conditions, and external factors, such as parenting styles, environmental conditions, and insufficient supervision (Panjaitan et al., 2018). In this study, the principal internal factor examined is self-efficacy.

Self-efficacy refers to an individual's belief in their capacity to perform the actions required to achieve specific outcomes. It influences the amount of effort individuals exert, their persistence when encountering difficulties, and their ability to complete assigned tasks. Individuals with strong self-efficacy tend to maintain their efforts and confront obstacles, whereas those with weak self-efficacy are more likely to reduce their efforts or avoid challenging tasks (Zagoto, 2019). Bandura's concept of self-efficacy comprises three dimensions: level, generality, and strength (Lestari et al., 2022).

Studies conducted in Indonesia have produced comparable evidence, although they have examined different populations and institutional contexts. Research involving active organizational members during the COVID-19 pandemic investigated self-efficacy and academic procrastination using the General Self-Efficacy Scale and the Procrastination Academic Student Scale. Other Indonesian studies have examined university students generally, students completing their final projects, students in extended semesters, and students from individual faculties. Findings commonly indicate that stronger self-efficacy is associated with lower procrastination, while research has also identified self-control, self-regulation, academic stress, peer support, and time management as relevant factors. Nevertheless, evidence is not fully consistent, as (Rosni, 2016) reported no significant relationship between self-efficacy and academic procrastination among students completing undergraduate theses. This inconsistency suggests that the strength and direction of the relationship may depend on task characteristics, student roles, institutional environments, and the population being studied.

Despite the growing literature, several gaps remain. First, many previous studies have focused on general university students or final-year students working on theses, whereas student activists experience a broader combination of recurring academic and organizational demands. Second, studies of activists have commonly been limited to a single university, faculty, department, or organizational setting, thereby restricting the contextual diversity of their samples. Third, relatively little empirical attention has been given to student activists across Muhammadiyah and Aisyiyah higher education institutions in the Special Region of Yogyakarta. These institutions have distinctive organizational structures and student-activity environments, including the Student Executive Board, study-program student associations, student activity units, and the Muhammadiyah Student Association. A study encompassing these organizational settings can provide more contextually relevant evidence than findings derived exclusively from one program or one type of student organization.

Addressing this gap is urgent because prolonged academic procrastination may compromise both students' academic development and the sustainability of their organizational participation. If student activists repeatedly postpone coursework, reports, or final projects, they may experience accumulated deadlines, declining academic performance, emotional

exhaustion, and conflict between their academic and organizational roles. Universities therefore require evidence-based information to determine whether strengthening self-efficacy should form part of academic advising, counseling, leadership development, or time-management programs. The novelty of the present study lies in examining the relationship between self-efficacy and academic procrastination specifically among student activists drawn from Muhammadiyah and Aisyiyah higher education institutions throughout the Special Region of Yogyakarta. Rather than treating organizationally active students as equivalent to the general student population, the study positions their dual responsibilities as an important context in which self-efficacy may operate.

Accordingly, this study aims to determine the relationship between self-efficacy and academic procrastination among student activists at Muhammadiyah and Aisyiyah higher education institutions in the Special Region of Yogyakarta. Specifically, it seeks to establish whether higher self-efficacy is associated with a lower tendency to delay academic responsibilities while students manage organizational commitments. The study is expected to contribute theoretically by extending social cognitive explanations of academic procrastination to students with simultaneous academic and organizational roles. Empirically, it provides evidence from a multi-institutional population that remains underrepresented in previous research. Practically, the findings may assist universities, academic advisers, student-affairs units, counselors, and student organizations in designing interventions that strengthen confidence, persistence, task initiation, and responsibility management. For student activists, the study may also encourage more adaptive strategies for balancing academic achievement with meaningful organizational engagement.

METHOD

Research Design

This study uses a quantitative approach, namely a method used to analyze a predetermined population or sample through instrument-based data collection and random sampling, aimed at testing previously formulated hypotheses (Sugiyono, 2018). The research design is correlational, intended to determine the degree of relationship between two variables without manipulating the data obtained (Abdullah, 2015). Specifically, the study seeks to examine whether a relationship exists between self-efficacy and academic procrastination among student activists at Muhammadiyah and Aisyiyah universities (PTMA) in the Special Region of Yogyakarta (DIY).

Research Variables

This study involves two variables: one independent variable and one dependent variable. The dependent variable is Academic Procrastination, defined as the variable that results from or depends on the independent variable (Sugiyono, 2013). The independent variable is Self-Efficacy, defined as the variable that influences or causes change in the dependent variable.

Operational Definitions

Academic Procrastination is defined as the habitual delay of academic tasks-such as reading and summarizing assignments-caused by internal and external factors originating from the family environment and reinforced by surrounding conditions (Andarini et al., 2013; Candra et al., 2014). It is measured through a scale in which higher scores indicate a higher tendency toward academic procrastination, and lower scores indicate a lower tendency.

Self-Efficacy refers to an individual's perception of their ability to organize and execute actions to demonstrate a certain competence (Kunti, 2017), encompassing an individual's evaluation of their skills in performing tasks, achieving goals, and producing outcomes, as well as their sense of being sufficiently competent and capable when facing problems. In summary, self-efficacy is an individual's belief in their own ability to complete tasks or overcome problems in order to achieve desired goals.

Population and Sample

The population of this study consists of student activists at Muhammadiyah and Aisyiyah universities (PTMA) throughout the Special Region of Yogyakarta (DIY) for the 2022 management period, defined as students actively involved in student organizations such as the Student Executive Board (BEM), Study Program Student Associations (HIMA/HMPS), Student Activity Units (UKM), and the Muhammadiyah Student Association (IMM). Based on 2022 student organizational data, the estimated population size is approximately 1,800 student activists.

The sampling technique used was purposive sampling, in which respondents were selected based on the following criteria: (1) actively enrolled students at PTMA institutions in DIY; (2) registered as active members or officers of a student organization for the 2022 management period; (3) active in organizations such as BEM, HIMA/HMPS, UKM, or IMM; and (4) willing to participate as research respondents. The sample size was determined using the Slovin formula with a 5% margin of error, based on an estimated population of $N = 1,800$, yielding a minimum sample size of 327 respondents.

Data Collection Instruments and Methods

The research instrument was a questionnaire developed from indicators of each research variable. The Self-Efficacy scale was constructed based on Albert Bandura's dimensions of self-efficacy-level, strength, and generality-while the Academic Procrastination scale was developed based on the indicators proposed by Ghufroon (2010): (1) delay in starting or completing tasks, (2) lateness in working on tasks, (3) discrepancy between planned and actual performance, and (4) engaging in more enjoyable activities instead of completing academic tasks.

Both instruments used a modified four-point Likert scale-Strongly Appropriate (SS), Appropriate (S), Inappropriate (TS), and Strongly Inappropriate (STS)-with the neutral option removed to minimize central tendency bias and reduce ambiguous interpretation of responses (Hadi, 2015). The scoring scheme for favorable and unfavorable items is presented in the following table.

Table 1. Scoring Scheme for Favorable and Unfavorable Items

Response	Favorable	Unfavorable
SS (Strongly Appropriate)	4	1
S (Appropriate)	3	2
TS (Inappropriate)	2	3
STS (Strongly Inappropriate)	1	4

The Self-Efficacy scale consists of 26 items (20 favorable, 6 unfavorable) across three dimensions, as detailed in the following blueprint.

Table 2. Blueprint of the Self-Efficacy Scale

Dimension	Indicator	Favorable Items	Unfavorable Items	Total
Level	Confidence in completing tasks of a certain difficulty	1, 2, 3, 4, 5, 6, 7	21, 22	9
Strength	Confidence in persisting and remaining steadfast when facing obstacles	8, 9, 10, 11, 12, 13	23, 24	8
Generality	Confidence in applying one's abilities across various academic situations	14, 15, 16, 17, 18, 19, 20	25, 26	9
Total		20 items	6 items	26

The Academic Procrastination scale consists of 25 items (13 favorable, 12 unfavorable) across four aspects, as detailed in the following blueprint.

Table 3. Blueprint of the Academic Procrastination Scale

Aspect	Indicator	Favorable Items	Unfavorable Items	Total
Task delay	Delay in starting or completing tasks	1, 2, 10	9, 11, 17	6
Lateness	Lateness in working on tasks	23	8, 18	3
Time discrepancy	Discrepancy between planned and actual task performance	3, 5, 14, 20	6, 7, 15, 21	8
Preferred activities	Engaging in more enjoyable activities instead of completing tasks	4, 13, 19, 22, 25	12, 16, 24	8
Total		13 items	12 items	25

Both instruments consist of favorable and unfavorable statements referring to respondents' actual conditions or self-assessment (self-report).

Data Processing and Analysis Methods

Data were collected using a four-point Likert scale (score range 1-4) and analyzed quantitatively using the Product Moment correlation technique with the assistance of SPSS version 17.0 for Windows, in order to test the hypothesized relationship between the independent and dependent variables (Sugiyono, 2013).

Instrument Testing: consisted of validity and reliability tests, both essential prerequisites for obtaining accurate and reliable research results (Sugiyono, 2019). Validity was assessed by comparing the calculated r-value with the r-table value ($df = n - 2$, significance level 0.05); an item is considered valid if a positive relationship exists between the two (Sugiyono, 2018). Reliability was assessed using Cronbach's Alpha, with data considered reliable if the Alpha

value ≥ 0.60 , and unreliable if ≤ 0.60 , in which case questionnaire items would be revised (Ghozali, 2018).

Classical Assumption Tests: conducted to ensure the linear regression analysis met the required assumptions and produced unbiased, consistent results. The normality test used the Kolmogorov-Smirnov test at a 5% significance level to determine whether the variables were normally distributed (Ghozali, 2018). The linearity test used the F-test (ANOVA) with SPSS version 17.0 to determine whether Self-Efficacy (X) and Academic Procrastination (Y) had a linear relationship, with data considered linear if $p < 0.05$.

Hypothesis Testing: consistent with the correlational design of this study, the Product Moment correlation technique was used with the assistance of SPSS version 17.0 for Windows to test the hypothesized relationship between variables. The hypothesis was accepted if $p < 0.01$, and rejected if $p > 0.01$.

RESULTS AND DISCUSSION

This section presents the results of the field study, beginning with the instrument analysis (validity and reliability tests), followed by the classical assumption tests (normality and linearity), and concluded with hypothesis testing to determine the presence and direction of the relationship between variables. All analyses were carried out using SPSS version 17.0 for Windows, based on 327 respondents.

Descriptive Statistics

Descriptive analysis was used to describe the characteristics of the data without drawing generalized conclusions, examining measures such as the mean and standard deviation. For the Self-Efficacy variable (X), scores ranged from 65 to 73 with a mean of approximately 70.73 and a standard deviation of 0.060. For the Academic Procrastination variable (Y), scores ranged more widely from 88 to 108, with a mean of approximately 97.35 and a standard deviation of 0.337. The variance was likewise higher for Y (22.720) than for X (0.721), indicating that the distribution of Academic Procrastination scores was considerably more spread out than that of Self-Efficacy scores.

Instrument Testing

Two instrument tests were conducted: a validity test and a reliability test. The validity test used Pearson correlation analysis, with data considered valid if the resulting value was below 0.01 or 0.05. Results showed that both the Self-Efficacy and Academic Procrastination variables were valid ($p\text{-value} < 0.01$ for all items), and the analysis could therefore proceed to the next stage.

Reliability was assessed using Cronbach's Alpha, with a construct considered reliable if the Alpha value exceeded 0.6. The results are presented in Table 4 below.

Table 4. Reliability Test Results for the Research Instruments

Cronbach's Alpha Value	Questionnaire Items	Description
0.651	51	Reliable

The Cronbach's Alpha value of 0.651 exceeds the 0.6 threshold, indicating that the questionnaire items were reliable and suitable for use in subsequent analyses.

Hypothesis Testing

This study aimed to determine the relationship between self-efficacy and academic procrastination among students, using a correlation analysis technique. A positive relationship occurs when an increase in one variable is consistently followed by an increase in the other (and vice versa for a decrease), while a negative relationship occurs when a high value in one variable is consistently associated with a low value in the other. The results of the Pearson Product Moment hypothesis test are presented in Table 5 below.

Table 5. Pearson Product–Moment Correlation Test Results

Variable X	Variable Y	Correlation Coefficient (r)	Sig. (p)	Decision	Effective Contribution
Self-Efficacy	Academic Procrastination	-0.606	0.000	Hypothesis accepted	36.72%

The correlation coefficient (r) between self-efficacy and academic procrastination was -0.606 with a significance level of $p = 0.000$ ($p < 0.01$), meaning H_0 was rejected and H_a was accepted. This confirms the hypothesis that there is a negative relationship between self-efficacy and academic procrastination among student activists. The negative coefficient indicates an inverse relationship: as one variable increases, the other decreases. The correlation strength of -0.606 falls into the strong category (0.60-0.799). Self-efficacy was found to contribute 36.72% (effective contribution, r^2) to academic procrastination, while the remaining 63.28% is explained by factors outside the scope of this study.

The Relationship between Self-Efficacy and Academic Procrastination

The results show a significant negative relationship between self-efficacy and academic procrastination among student activists at Muhammadiyah and Aisyiyah universities (PTMA) in the Special Region of Yogyakarta (DIY), as evidenced by the Pearson Product Moment correlation coefficient of $r = -0.606$ with a significance level of $p = 0.000$ ($p < 0.05$). Accordingly, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

The correlation coefficient of -0.606 indicates a strong relationship with a negative direction: the higher a student activist's self-efficacy, the lower their tendency toward academic procrastination, and vice versa. The coefficient of determination (r^2) further shows that self-efficacy contributes an effective 36.72% to academic procrastination, while the remaining 63.28% is influenced by other factors outside this study, such as time management ability, learning motivation, self-regulation, academic anxiety, self-control, social support, organizational workload, or the broader academic environment.

These findings support Albert Bandura's theory that self-efficacy is an individual's belief in their ability to organize and execute actions to achieve desired goals. Individuals with high self-efficacy tend to hold strong convictions when facing challenges, demonstrate persistence, and are less likely to give up when encountering academic difficulties—an especially important trait for student activists, who must balance academic responsibilities with organizational activities.

Student activists with high self-efficacy tend to manage their time more effectively, feel confident in completing academic tasks, and demonstrate greater responsibility toward their

academic obligations; believing themselves capable of completing tasks optimally, they are less inclined to delay them. In contrast, students with low self-efficacy tend to doubt their own abilities, are more prone to academic anxiety, and more frequently avoid tasks perceived as difficult-conditions that can encourage the tendency to delay academic work, or academic procrastination.

CONCLUSION

Based on the research findings and data analysis regarding the relationship between self-efficacy and academic procrastination among student activists at Muhammadiyah and Aisyiyah Higher Education Institutions (PTMA) in the Special Region of Yogyakarta during the 2022 term, the following conclusions can be drawn. The research results indicate a significant negative relationship between self-efficacy and academic procrastination among student activists. This is evidenced by the Pearson Product Moment correlation test, which yielded a correlation coefficient (r) of -0.606 with a significance level (p) of 0.000 ($p < 0.05$). Consequently, the research hypothesis stating that "there is a negative relationship between self-efficacy and academic procrastination among student activists" is accepted. The negative correlation coefficient indicates an inverse relationship between the two variables; this means that higher levels of self-efficacy among student activists correspond to lower levels of academic procrastination. Conversely, lower levels of self-efficacy are associated with a higher tendency toward academic procrastination. Self-efficacy contributes 36.72% to academic procrastination, while the remaining 63.28% is influenced by factors outside the scope of this study. These factors may include time management skills, self-regulation, learning motivation, academic anxiety, self-control, social support, organizational pressure, and the students' academic environment. These findings demonstrate that self-efficacy is a crucial psychological factor in reducing the tendency toward academic procrastination among student activists. Therefore, enhancing an individual's belief in their own capabilities is a vital aspect of helping students achieve a balance between their academic and organizational responsibilities.

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