



JOURNAL

**THE INFLUENCE OF PEER SUPPORT, SELF-EFFICACY, AND ADVERSITY
QUOTIENT ON THE ACADEMIC PROCRASTINATION OF ECONOMICS
EDUCATION STUDY PROGRAM STUDENTS WHO ARE WORKING ON THEIR
THESIS**

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Abstract:

This study aims to analyze the effect of peer social support, self-efficacy, and adversity quotient on academic of Economics Syudy Program Students Who Are Working on Their Thesis. This study uses quantitative methods with proportionate stratified random sampling techniques. Respondents used were 99 student respondents who were working on a thesis. The data testing technique used is the classic assumption test consisting of normality test and linearity test, hypothesis testing consisting of F test; T test; and Determination coefficient test and multiple regression analysis test. The results of this study indicate that there is a significant positive influence between peer social support on academic procrastination, there is a significant positive influence between self-efficacy on academic procrastination, there is no significant influence between adversity quotient on academic procrastination, and peer social support, self-efficacy, and adversity quotient simultaneously together affect the academic procrastination variable.

Keywords: Peer Social Support, Self Efficacy, Adversity Quotient, Academic Procrastination



BACKGROUND

Students are students or learners who are enrolled in a public or private university (Ahmad et al., 2021). Based on the Big Indonesian Dictionary, students are people who are studying at universities. Someone who is in the process of undergoing academic education, and the most common is university (Syamsunie Carsel HR, 2020). According to Knopfemacher in Syamsunie Carsel (2020) Students are prospective scholars in higher education who are being trained and expected to become intellectual candidates (Syamsunie Carsel HR, 2020).

Thesis is a scientific paper that is prepared using scientific research methods ranging from planning (proposal), data processing, to presentation of results. Thesis is the most important requirement to complete an undergraduate program. The decision regarding the thesis scientific work as a requirement for graduating undergraduate students has been regulated in government regulations, namely PP Number 16 of 1999 concerning higher education in articles 15 to 16 in this article it is explained that to determine the progress of the student learning process, it is necessary to carry out periodic assessments in the form of examinations, assignments and observations (Jumrah, 2021).

Students who are undergoing undergraduate education are required to compile scientific work, namely a thesis in the final semester or eighth semester to be able to get the S1 degree. Students who are faced with thesis work mostly feel pressure from within (internal) or from external parties, the pressures felt by students hinder work on the thesis. This pressure can be in the form of students feeling that they are unable to complete the thesis, feeling insecure about their friends who have far progress in working on it, being afraid to contact the supervisor, being afraid of expectations that do not match what is desired, getting questions such as "when is it finished?", "when is graduation?", and various other questions from parents or people around. These pressures lead to the formation of procrastination behavior which is usually called academic procrastination, which if continued will have a negative impact on the procrastinator.

Continuous academic procrastination behavior will have fatal consequences on individual education, especially for final students who are working on a thesis. Procrastination behavior in procrastinators can be formed because the individual has a character who is too perfectionist



so that he expects the best time to do the task optimally (Firdaus, 2023). According to research conducted by Ellis and Knaul in 1997, it was found that 25% - 75% of students around the world engage in academic procrastination behavior. Then Solomon and Rothblum continued research on procrastination in 1984. The results were quite astonishing, because the number of academic procrastination behaviors swelled to 95% (Kuswandi, 2009). This academic procrastination behavior is one of the behaviors that needs to be avoided by students, because it will have a bad impact if it is done continuously. The phenomenon of academic procrastination behavior among final year students often occurs, many factors influence students to perform academic procrastination behavior. The factors that influence academic procrastination are divided into 2, namely 1). Internal factors and 2) external factors. One of the internal factors is self-efficacy and adversity quotient. While external factors are social support, especially those from peers.

Students in the college environment must have a group of peer friends who make them excited to come and carry out activities while being a student. Especially when doing tasks that are quite draining and mind. Especially during critical times such as when you have entered the period of working on your final project or thesis. This is commonly referred to as social support from peers. Peer social support is a form of support provided by peers to help overcome various life problems. In this case, the problems faced during the thesis. This support can include providing attention, and affection for friends which in turn creates feelings of being valued, cherished, and loved by others (Hartati et al., 2022). An important role in this social support is to protect a person from the effects of stress (Akerina & Wibowo, 2022). As a student, social connections or interactions are very important with various colleagues or circles. Taking advantage of these connections, such as study groups, sports teams, or even peers to share experiences, can be one of the keys to success and tips to combat procrastination behavior (Akerina & Wibowo, 2022).

Students who have high peer social support tend not to engage in academic procrastination behavior. High peer support will motivate these students to immediately work on and complete their thesis. The belief in the support provided by peers will have a positive impact on health and reduce stress when working on a thesis. Perceived social support can also effectively help



students to overcome difficult times (Sayekti & Sawitri, 2018). Difficult times will be helped enough with the support provided effectively.

The success in working on the thesis does not escape the trust and confidence of students that they are able to complete their studies. A person with high self efficacy will easily continue working on the thesis, they believe that with their abilities it will make it easier to complete the thesis even though they are faced with various obstacles and challenges. With high self efficacy, it can also minimize the occurrence of academic procrastination behavior in students. Someone who knows their level of self-efficacy can specify the extent to which the level of solving the problems they are facing (Efendi, 2013). Students who have low self-efficacy will have characteristics where they are more silent, limit themselves more, are pessimistic, and feel incapable in everything (Nahrycha et al., 2023). Self-efficacy in individuals is important to ensure that they are able to complete the task as expected. To avoid procrastination behavior, complete the thesis, which can have a negative impact on graduation time.

The next factor that influences academic procrastination is adversity quotient. Adversity quotient is the intelligence that individuals have to deal with problem situations encountered in life and how well the individual overcomes these problems with old patterns or with new patterns according to the problem at hand. Adversity quotient is an internal factor derived from the psychological condition of academic procrastination.

Students working on a thesis will definitely be faced with various challenges or problems that will arise. Each student must have their own way of solving the problems they face. Some can last longer when facing existing problems but some easily give up in the middle of the journey when facing the problems at hand. Adversity quotient is needed when students compile a thesis how students do not easily give up when facing the challenges that will be encountered when working on the thesis, such as when guidance will certainly encounter many challenges and problems. Students who have good control when facing various problems faced tend not to engage in academic procrastination behavior.

For students, working on a thesis is a challenge in itself that must be faced, so a high adversity quotient to avoid academic procrastination behavior that can have a negative impact on the results. To maintain adversity quotient in students who are working on the thesis can be slowly



to solve the problems and challenges faced, thinking about what strategies or solutions are right for the problem.

In UNJ itself has 8 faculties and 76 study programs. One of the faculties at UNJ is the Faculty of Economics. Where there is an Economic Education study program, which consists of two concentrations, among others: Accounting Education and Cooperative Economic Education. In line with the data owned by researchers from four batches, namely 2018 - 2020, students who are working on a thesis are 99 students. Students who are working on their theses have various obstacles that result in the formation of academic procrastination behavior in students. Based on observations made by researchers, the obstacles faced by students when working on their theses vary. Such as: the difficulty of dividing time with other activities, for example busy working, lack of motivation to work on the thesis, confused about determining the topic, afraid to contact the supervisor, sick, difficult to focus when working on the thesis, closing themselves to friends because they think they are left behind by others, and others. Based on the background explanation above, the researcher is interested in conducting research on peer social support, self-efficacy, and adversity quotient on academic procrastination.

THEORETICAL FRAMEWORK

1. Academic Procrastination

The term procrastination was first used by Brown & Holtzman (1967) to refer to a tendency to delay the completion of a task or job (Rizvi et al., 1997). The term procrastination comes from the Latin procrastination with the prefix "pro" which means pushing forward or moving forward and the suffix "crastinus" which means tomorrow's decision. When combined it becomes "suspend" or "postpone until the next day" (Ghufron & Risnawita. S, 2010).

According to Warsiyah, procrastination refers to deliberate and repeated delays when starting or completing a task, where individuals engage in alternative activities that do not contribute to the task completion process. Ultimately, this behavior can result in the perpetrator experiencing a negative emotional state (Warsiyah, 2015).

2. Peer Social Support

Cohen in (Akerina & Wibowo, 2022) explains that peer social support is support that comes from peers in the form of emotional, informational, and instrumental. As according



to Cohen, it explains that peer support has an important role in protecting a person from the effects of stress. Santrock in (Sari & Indrawati, 2016) says one of the important functions of peers is as a provider of information sources outside of the family, such as receiving feedback on their abilities and learning about what is done well or needs to be improved.

3. Self Efficacy

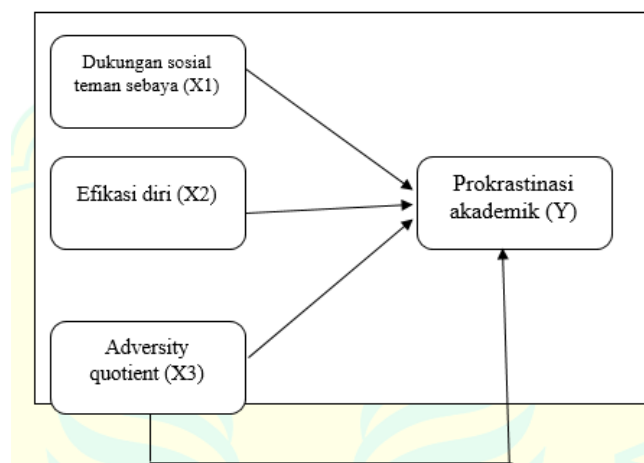
According to Bandura, self-efficacy is not entirely related to the actual skills possessed by individuals, but is more related to individuals' beliefs about their ability to achieve the desired results using the skills they have, as large as these abilities (Ghufron & Risnawita. S, 2010)

4. Adversity Quotient

According to Stoltz in (Patria & Silaen, 2020) adversity quotient is an ability to turn obstacles into opportunities for success in achieving goals. Adversity quotient reveals how far a person is able to survive the difficulties he experiences. Adversity quotient is the ability a person has both physically and psychologically in dealing with the problems experienced. Adversity quotient can be used to direct oneself, change the way of thinking and take action when facing an obstacle or difficulty (Puriani & Dewi, 2020).

METHOD

The approach used in this study is a quantitative approach. The method used in this study is a survey method. With a sample of 99 students of Economic Education, Faculty of Economics, Jakarta State University in the 2018 to 2020 intake.



Source: processed by researchers



RESULT

1. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		99
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.08689701
Most Extreme Differences	Absolute	.097
	Positive	.077
	Negative	-.097
Test Statistic		.097
Asymp. Sig. (2-tailed)		.023 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Source: SPSS output

Based on the table above, the test results show a sig value (2-tailed) of $0.023 < 0.05$. So it can be said that the data on the variable is not normally distributed.

2. Linearity Test

- a) There is a significant linear relationship between the variables of Peer Social Support (X1) and Academic Procrastination (Y).

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
prokrastinasi akademik * dukungan sosial teman sebaya	Between Groups	(Combined)	641.133	18	35.619	1.887	.029
		Linearity	407.557	1	407.557	21.593	.000
		Deviation from Linearity	233.576	17	13.740	.728	.766
	Within Groups		1509.978	80	18.875		
	Total		2151.111	98			

Source: SPSS Output

Based on the Anova table, states that, the Deviation From Linearity Sig. value is 0.766 greater than 0.05. Then based on the F value in the table, the calculated F is $0.728 < F$ table 1.84. The t table value uses the 17th data, then the t table value is 1.84.



- b) There is no significant linear relationship between the variables of Self-Efficacy (X2) and Academic Procrastination (Y).

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
prokrastinasi akademik * efikasi diri	Between Groups	(Combined)	891.235	23	38.749	2.307	.004
		Linearity	256.697	1	256.697	15.281	.000
		Deviation from Linearity	634.538	22	28.843	1.717	.044
	Within Groups		1259.876	75	16.798		
	Total		2151.111	98			

Source: SPSS Output

Based on the Anova table states that, the Deviation From Linearity Sig. value is 0.044 smaller than 0.05. Then based on the F value in the table obtained F count $1.717 > F$ table 1.70. The t table value uses data 22, then the t table value is 1.70.

- c) There is a significant linear relationship between the Adversity Quotient (X3) and Academic Procrastination (Y) variables.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
prokrastinasi akademik * adversity quotient	Between Groups	(Combined)	527.382	19	27.757	1.350	.177
		Linearity	.204	1	.204	.010	.921
		Deviation from Linearity	527.178	18	29.288	1.425	.143
	Within Groups		1623.729	79	20.554		
	Total		2151.111	98			

Source: SPSS Output

Based on the Anova table states that, the Deviation From Linearity Sig. value is 0.143 greater than 0.05. Then based on the F value in the table, the calculated F is $1.425 < F$ table 1.68. The t table value uses data to 22 or close, then the t table value is 1.68.

3. T Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.408	8.298		2.218	.029
	dukungan sosial teman sebaya	.386	.100	.369	3.859	.000
	efikasi diri	.163	.069	.226	2.370	.020
	adversity quotient	.038	.089	.039	.423	.673

a. Dependent Variable: prokrastinasi akademik

Source: SPSS Output

In the table above and the calculation of the t-table value, it states that:



- a) Based on the Coefficients table, it is known that the Sig. value of the peer social support variable (X1) is 0.000. Because the Sig. value is $0.000 < \text{probability } 0.05$. Then, based on the calculated t value of the peer social support variable (X1) $3.859 > t \text{ table } 1.665$. So it can be concluded that H1 or the first hypothesis is accepted. Which means there is an influence of Peer Social Support (X1) on Academic Procrastination (Y).
- b) Based on the Coefficients table, it is known that the Sig. value of the Self-Efficacy variable (X2) is 0.020. Because the Sig. value of $0.020 < \text{probability } 0.05$. Then, based on the calculated t value of the Self-Efficacy variable (X2) $2.370 > t \text{ table } 1.665$. So it can be concluded that H2 or the second hypothesis is accepted. Which means there is an influence of Self-Efficacy (X2) on Academic Procrastination (Y).
- c) Based on the Coefficients table, it is known that the Sig. value of the Adversity Quotient variable (X3) is 0.673. Because the Sig. value of $0.673 > \text{probability } 0.05$. Then, based on the calculated t value of the Adversity Quotient variable (X3) $0.673 < t \text{ table } 1.665$. So it can be concluded that H3 or the third hypothesis is rejected. Which means there is no influence of Adversity Quotient (X3) on Academic Procrastination (Y)

4. F Test

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	514.244	3	171.415	9.949	.000 ^b
	Residual	1636.867	95	17.230		
	Total	2151.111	98			

a. Dependent Variable: prorkastinasi akademik

b. Predictors: (Constant), adversity quotient, efikasi diri, dukungan sosial teman sebaya

Source: SPSS output

Based on the Anova table, it is known that the calculated F is $9.949 > F \text{ table } 1.664$. Then it is known that the Sig. value is 0.000. Because the Sig. value is $0.000 < 0.005$, then according to the basis for decision making it can be concluded that the hypothesis is accepted or in other words Peer Social Support, Self-Efficacy, and Adversity Quotient simultaneously influence



Academic Procrastination.

5. Coefficient of Determination

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.489 ^a	.239	.215	4.151

a. Predictors: (Constant), adversity quotient, efikasi diri, dukungan sosial teman sebaya

b. Dependent Variable: prorkastinasi akademik

Source: SPSS Output

Based on the Anova F Test table, it is known that the Sig. value is 0.000. So it has been concluded that Peer Social Support, Self-Efficacy, and Adversity Quotient on Academic Procrastination. Then the results of the SPSS test, it is known that the value of the determination coefficient or R Square is 0.239. The magnitude of the R Square determination coefficient is 0.239 or equal to 23.9%. It can be concluded that the variables of Peer Social Support, Self-Efficacy, and Adversity Quotient simultaneously together influence the Academic Procrastination variable by 23.9%. While the rest ($100\% - 23.9\% = 76.1\%$) is influenced by other variables that are not studied.

6. Multiple regression analysis

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.408	8.298		2.218	.029
	dukungan sosial teman sebaya	.386	.100	.369	3.859	.000
	efikasi diri	.163	.069	.226	2.370	.020
	adversity quotient	.038	.089	.039	.423	.673

a. Dependent Variable: prorkastinasi akademik

Source: SPSS Output

Based on the calculation results, it can be explained that the constant of the regression equation is 18.408. This means that it shows a unidirectional influence between the independent variables of Peer Social Support, Self-Efficacy, and Adversity Quotient and the dependent variable of Academic Procrastination. This shows that if all independent



variables including Peer Social Support, Self-Efficacy, and Adversity Quotient are 0 percent or do not change, then the value of Academic Procrastination is 18.408.

DISCUSSION

1. The influence of peer social support on academic procrastination

Based on the results of the partial test, the influence of peer social support on academic procrastination has a regression coefficient value of 0.386, t count 3.859 > table value 1.664 and a sig level of 0.000. This means that there is a strong relationship, that the higher the peer social support, the lower the procrastination and vice versa, the lower the social support, the higher the procrastination. It is also concluded that there is a significant positive relationship between peer social support and academic procrastination. So the stronger the peer social support, the stronger the academic procrastination, which means that the first hypothesis is accepted.

The results of this study are supported by previous research according to (Pane et al., 2023) which states that there is a significant influence between social support and academic procrastination. The same thing was also stated by (Hartati et al., 2022) namely that there is a significant relationship between peer social support and academic procrastination. (Rachmawan et al., 2021) also stated that there is a significant relationship between peer social support variables and academic procrastination.

2. The influence of self-efficacy on academic procrastination

Based on the results of the partial test, the effect of self-efficacy on academic procrastination has a regression coefficient of 0.163 and a calculated t of 2.370 > t table 1.664 with a sig level of 0.020. This means that there is a strong relationship, that the higher the self-efficacy, the lower the procrastination, and vice versa, the lower the self-efficacy, the higher the procrastination. It is also concluded that self-efficacy has a significant positive effect on academic procrastination, which means that the second hypothesis is accepted.

According to (Rahmadina et al., 2020), there is a significant influence between self-efficacy on academic procrastination and the hypothesis is accepted. Furthermore, according to (Pane et al., 2023), the self-efficacy variable has a significant effect on academic procrastination. Meanwhile, according to (Handayani et al., 2021) there is a negative relationship between self-efficacy and academic procrastination.



3. The influence of adversity quotient on academic procrastination

Based on the results of the partial test, the influence of adversity quotient on academic procrastination has a regression coefficient value of 0.038 with a calculated t of $0.423 < t$ table 1.664 with a sig value of 0.673. So between adversity quotient does not have a significant effect, meaning the third hypothesis is rejected. This study is not in line with the study conducted by (Wardani & Nurwardani, 2019) which stated that there is a significant relationship between adversity quotient and academic procrastination with a contribution of 34.4%. According to (Prananta & Yudhawati, 2023) it shows that adversity quotient has an effect on academic procrastination by 7%.

4. The influence of peer social support, self-efficacy, and adversity quotient on academic procrastination

Based on the results of the partial test, the influence of peer social support, self-efficacy, and adversity quotient on academic procrastination has a regression coefficient value of 18.408 and a t count of $2.218 > 1.664$ with a sig value of 0.029. This means that there is a strong relationship, that the higher the peer social support, self-efficacy, and adversity quotient, the lower the procrastination, and vice versa, the lower the peer social support, self-efficacy, and adversity quotient, the higher the academic procrastination. It is also concluded that peer social support, self-efficacy, and adversity quotient have a significant positive effect on academic procrastination, which means that the second hypothesis is accepted.

CONCLUSION

1. There is a significant positive influence between peer social support and academic procrastination. The higher the peer social support, the lower the procrastination and vice versa, the lower the social support, the higher the procrastination.
2. There is a significant positive influence between self-efficacy and academic procrastination. The higher the self-efficacy, the lower the procrastination, and vice versa, the lower the self-efficacy, the higher the procrastination.
3. There is no significant influence between adversity quotient and academic procrastination. The higher the adversity quotient, the lower the academic procrastination. Conversely, the lower the adversity quotient, the higher the academic procrastination.



4. Peer Social Support, Self-Efficacy, and Adversity Quotient simultaneously influence the variable of Academic Procrastination. The higher the peer social support, self-efficacy, and adversity quotient, the lower the procrastination, and vice versa, the lower the peer social support, self-efficacy, and adversity quotient, the higher the academic procrastination.

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