

## Social support and academic procrastination tendency for students working on thesis, COVID-19 context

*Apoyo social y tendencia a la procrastinación académica en estudiantes de tesis, contexto COVID-19*

Annisa Anin Sari<sup>1</sup>

Fitri Ayu Kusumaningrum<sup>2</sup>

**Abstract:** The COVID-19 pandemic had several negative impacts, including delaying the thesis completion, which has increased compared to before the pandemic. This study aims to determine the relationship between social support and academic procrastination in students working on their thesis during the pandemic. There were 161 participants, and the purposive sampling technique was used. Furthermore, this study used a quantitative design with a correlational method. The hypothesis proposed a significant negative relationship between these students' social support and academic procrastination. Furthermore, the Tuckman Procrastination Scale and the Interpersonal Support Evaluation List were employed. Also, the data analysis was conducted using Statistical Product and Service Solutions (SPSS) version 24 for Windows. Before testing the hypothesis, several statistical tests were carried out, such as the assumption test, which included the normality and linearity test. The results showed a significant negative relationship between social support and academic procrastination in the students, and the correlation coefficient value obtained was  $r = -0.380$  and  $p = 0.000$  ( $p < 0.05$ ). This indicates that the higher the level of social support obtained by students, the lower the academic procrastination behavior carried out, and vice versa. Therefore, the hypothesis in this study is accepted.

**Keywords:** Social Support; Academic Procrastination; Students working on thesis.

**Resumen:** La COVID-19 tuvo varios impactos negativos, entre ellos el retraso en la finalización de la tesis, que aumentó en comparación con antes de la pandemia. Este estudio tiene como objetivo determinar la relación entre el apoyo social y la procrastinación académica en estudiantes que realizan su tesis durante la pandemia. Hubo 161 participantes y se utilizó la técnica de muestreo intencional. Se estudio utilizó un diseño cuantitativo con un método correlacional. La hipótesis proponía una relación negativa significativa entre el apoyo social de estos estudiantes y la procrastinación académica. Además, se emplearon la Escala de Procrastinación de Tuckman y la Lista de Evaluación de Apoyo Interpersonal. El análisis de datos se realizó utilizando Statistical Product and Service Solutions (SPSS) versión 24 para Windows. Antes de probar la hipótesis, se realizaron varias pruebas estadísticas, como la prueba de suposición, que incluyó la prueba de normalidad y linealidad. Los resultados mostraron una relación negativa significativa entre el apoyo social y la procrastinación académica en los estudiantes, y el valor del coeficiente de correlación obtenido fue  $r = -0,380$  y  $p = 0,000$  ( $p < 0,05$ ). Esto indica que a mayor nivel de apoyo social obtenido por los estudiantes, menor conducta de procrastinación académica realizada, y viceversa. Por lo tanto, se acepta la hipótesis de este estudio.

**Palabras clave:** Apoyo social; Procrastinación académica; estudiantes trabajando en tesis.

1. INDONESIAN ISLAMIC UNIVERSITY, INDONESIA. [18320281@students.uui.ac.id](mailto:18320281@students.uui.ac.id)

2. INDONESIAN ISLAMIC UNIVERSITY, INDONESIA. [fitriayukusumaningrum@uui.ac.id](mailto:fitriayukusumaningrum@uui.ac.id)

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## 1. Introduction

Academic procrastination tends to delay and avoid an activity under individual control (Tuckman, 1991). Academic procrastination is a pattern of behavior with severe consequences for the perpetrator, marked by deadlines encountered in individual academic lives (Tuckman, 2005). Academic procrastination has three aspects: a general self-description of the tendency to deal with things, a tendency to avoid the unpleasant and to have difficulty, and a tendency to blame others for one's slight, respectively (Tuckman, 1991).

Currently, the existence of the COVID-19 virus has a global impact. Consequently, the government imposed a physical distancing policy, resulting in the implementation of distance learning in universities to reduce the risk of transmission. This policy created various problems, such as the lack of a conducive learning environment that requires intensive guidance from lecturers and positive interactions with fellow students, especially for final-year students working on their thesis (Khoirunnisa et al., 2021). Also, there is the issue of academic procrastination (Fadila & Khoirunnisa, 2021)

During the pandemic, the academic procrastination level of these students increased and was classified in the medium category. The survey was conducted on 36 students working on a thesis during the X majoring pandemic at a state university class in 2017 in a study by Fadila & Khoirunnisa (2021). About 83% of 36 students agreed that the pandemic caused an increase in academic procrastination. According to a study by Khoirunnisa et al. (2021), the academic procrastination of final-year students during the pandemic is moderate, with about 140 students or 72% of the total participants. A total of 27 students, making up 14%, were in the high category, while 27 were in a low category.

Increased procrastination occurs because of the challenges in thesis writing during the pandemic due to the implementation, which differs from before the outbreak. Previously, thesis guidance was completed in person; now, it is conducted online. This online tutoring cannot satisfy students' curiosity about their thesis if it has not been appropriately implemented (Lestari & Wulandari, 2021). Due to the closure of the study location, students who conducted a direct study in the field and looked for reference sources in the library experienced limited movement in data collection and searching for reference sources (Khoirunnisa et al., 2021).

High and low academic procrastination have an impact on students. Students with low academic procrastination have a flow experience, such as positive feelings, pleasure, and satisfaction (Pradana & Putri, 2019). Meanwhile, high academic procrastination leads to maladaptive behaviors, such as low academic performance and achievement (Kim & Seo, 2015). Previous studies demonstrated that this procrastination is associated with poor academic performance (Wesley, 1994), hence a source of personal stress (Tice & Baumeister, 1997). There are also physical, affective, and psychological impacts. The effect in terms of physical, which involves fatigue and difficulty sleeping, and affective, such as anxiety, fear, regret, stress, uncontrollable emotions, and panic (Suhadianto & Pratitis, 2020).

The factors affecting academic procrastination include internal and external factors. These internal factors include fear of failure (Solomon & Rothblum, 1984), task aversion (Solomon & Rothblum, 1984), negative perception of the task (Solomon & Rothblum, 1984), physical condition time management, and sense of laziness (Fauziah, 2015). However, the external factors include parenting (Vahedi et al., 2009), environmental conditions (Wangid, 2014), social support (Harmalis et al., 2021), and academic environment (Suhadianto & Pratitis., 2020).

This study used social support as a factor that affects academic procrastination. Social support refers to various resources provided by one's interpersonal relationships, and it consists of 4 subscales, including tangible support, belonging support, self-esteem support, and appraisal support (Cohen & Hoberman, 1983).

On the real support subscale, individuals receive assistance from others through actions or services, allowing them to overcome their procrastination problems. The individuals with self-esteem support receive encouragement that boosts their self-esteem, resulting in more positive feelings. Meanwhile, if this support is unavailable, the individual does not have self-meaningfulness and may view himself negatively. This leads to task delays because they feel unable to carry out work to completion. Also, individuals require assessment support in the form of suggestions or advice from friends or lecturers, hence avoiding procrastinating behavior. The availability of someone who can do something together prevents procrastination behavior reflected in belonging support.

Previous studies were carried out on social support and academic procrastination variables and showed a significant negative correlation. Lastary & Rahayu (2018) study entitled “The Relationship of Social Support and Self-Efficacy With Academic Procrastination of Overseas Students Studying in Jakarta.” Sari & Fakhruddiana (2019) conducted a study titled “Internal Locus of Control, Social Support, and Academic Procrastination Among Students in Completing Thesis.” Amelia & Hadiwinarto (2020) study entitled “The Relationship between Social Support and Academic Procrastination of Students in Class X Social Studies at SMA Negeri 2 Mukomuko”. Further study by Amelia & Hadiwinarto (2020) entitled “Intrinsic Motivation, Social Support and Academic Procrastination of Students of the State Islamic Institute of Kerinci.”

Based on the journal reviews, several works of literature related the same variables of social support and academic procrastination as this study. However, the context of the respondents was different, namely final-year students working on a thesis during the COVID-19 pandemic. The theory used is another difference: the academic procrastination variable used Tuckman’s (1991) theory, while the social support used the theory of Cohen & Hoberman (1983). Also, there were differences in topic authenticity and measuring instruments, including the Tuckman Procrastination Scale and the Interpersonal Support Evaluation List (ISEL). Previous studies discussed social support and academic procrastination in students working on a thesis, overseas, and senior high school students. Mean while, this study examines final year students working on a thesis during the pandemic

## 2. Methodology

A non-experimental quantitative design was used with a correlational method. The subjects include 161 final-year students, male or female, currently working on a thesis during the COVID-19 pandemic. Also, the purposive sampling technique was used, which involves determining specific criteria (Sugiyono, 2008).

The 16-item short version of the Tuckman Procrastination Scale by Tuckman (1991) was used to measure the academic procrastination variable. This scale consists of three aspects, namely blaming others, delaying, and avoiding the task, with a Cronbach’s alpha scale value of 0.82. The statement item is given a score on a 4-point Likert scale ranging from 1 to 4, indicating strongly disagree to very appropriate, respectively.

Furthermore, the 12-item Interpersonal Support Evaluation List by Cohen & Hoberman (1985) was used to measure social support, and Cronbach’s alpha scale value was 0.80. The short version of the ISEL scale consists of three aspects: appraisal, tangible, and belonging support. Each statement item is scored on a 4-point Likert scale ranging from 1 to 4, indicating strongly disagree to very appropriate.

The data collection was carried out by distributing questionnaires to the subjects through a google form based on the characteristics of the study. This process was conducted by sending broadcasts containing questionnaire links using social media such as WhatsApp, Line, Telegram, and Instagram. The one-time restriction setting was enabled for filling out google form links to minimize filling on the same subject.

The hypothesis proposed states that there is a significant negative relationship between social support and academic procrastination in students working on their thesis during the COVID-19 pandemic. Furthermore, Statistical Product and Service Solutions (SPSS) version 24 for Windows was used to analyze the data. Before the hypothesis was tested, several statistical tests were carried out, such as the assumption test, which included the normality and linearity test. The Pearson Correlation parametric test was used for the hypothesis, while the additional analysis and different tests used the Pearson Correlation test and the Independent Sample T-Test.

### 3. Results

The Q-Q Plots technique was used for the normality test. Furthermore, the data distribution is expected if the plot is closer to the diagonal line and is not generally distributed if the plot is further away from the diagonal line.

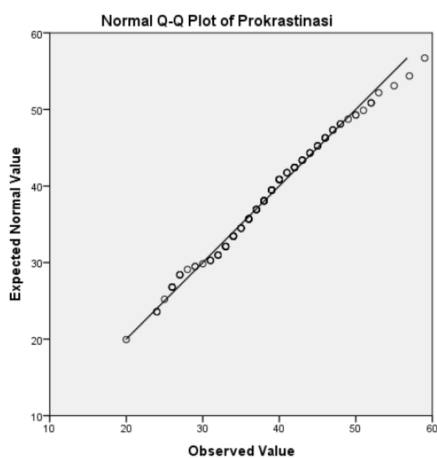


Figure 1. Academic Procrastination Variable Normality Test Results

Figure 1 demonstrates that the academic procrastination variable is normally distributed because the plots are closer to the diagonal (straight) line.

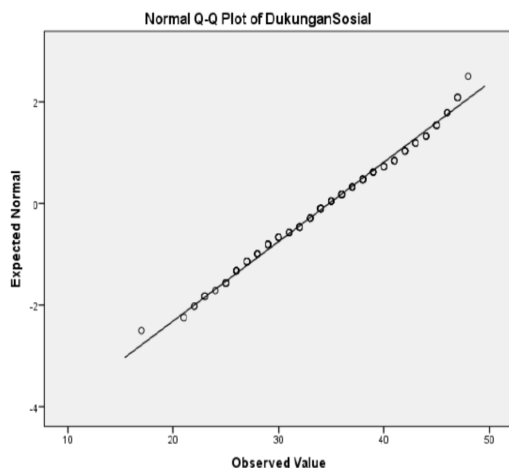


Figure 2. Social Support Variable Normality Test Results

Based on the figure above, the social support variable data is usually distributed because the data distribution is closer to the diagonal line. The Compare Means technique was used to conduct the linearity test. Furthermore, the two variables have a linear relationship if the significance coefficient value is  $p < 0.05$  and vice versa.

**Table 1**

*Linearity Test Results*

Variable	Linearity	F	P	Description
Academic Procrastination and Social Support	<i>Linearity</i>	26.663	0.000	Linear
	<i>Deviation of Linearity</i>	0.888	0.628	Not Deviating From Linear Line

Table 1 shows that the academic procrastination and social support variables have a linear relationship and do not deviate from a straight line with an F value of 26,663 and a significance of  $p=0.000$  ( $p<0.05$ )—meanwhile, the deviation value from linearity F and the value of p are 0.888 and 0.628, respectively. After the assumptions were tested, the Pearson Correlation parametric test technique was used to test the hypothesis because the data is usually distributed and linear.

**Table 2**

*Hypothesis Test Results*

Variable	Correlation Coefficient (r)	Significance (p)	Determinant Coefficient ( $r^2$ )	Description
Social Support and Academic Procrastination	-0.382	0.000	0.146	Significant

The correlation test results showed a significant negative correlation between social support and academic procrastination in final-year students working on a thesis with r and p values of -0.382 and 0.000 ( $p<0.05$ ), respectively. Also, the coefficient of determination  $r^2$  was 0.146, indicating an adequate contribution of social support to academic procrastination of 14.6%.

**Table 3**

*Intercorrelation Test Results Aspects of Academic Procrastination with Social Support*

	1	2	3	4	5	6	7
<b>Procrastination</b>	1	0.920**	0.844**	-0.380**	-0.310**	-0.260**	-0.405**
<b>Academic</b>	0.920**	1	0.596**	-0.332**	-0.253**	-0.222**	-0.376**
<b>Postponing tasks</b>	0.844**	0.596**	1	-0.360**	-0.323**	-0.257**	-0.343**
<b>Avoidance of tasks</b>	-0.380**	-0.332**	-0.360**	1	0.841**	0.844**	0.788**
<b>Appraisal Support</b>	-0.310**	-0.253**	-0.323**	0.841**	1	0.590**	0.447**
<b>Tangible Support</b>	-0.260**	-0.222**	-0.257**	0.844**	0.590**	1	0.524**
<b>Belonging Support</b>	-0.405**	-0.376**	-0.343**	0.788**	0.447**	0.524**	1

\*\* Correlation is significant  $P<0.05$

Table 3 showed that the strongest significant correlation is the belonging support and academic procrastination with  $r= -0.405$  and  $p<0.05$ , then the appraisal support with  $r=-0.310$  and  $p<0.05$ , while the tangible support aspect has  $r=-0.260$  and  $p<0.05$ .

**Table 4**

*Differences in Academic Procrastination Test Results Based on Gender*

Category	P	Mean
Male	0.895	38.17
Female		38.36

Table 4 shows no significant difference between academic procrastination in the male and female gender. However, the mean acquisition showed that female students have a higher level of academic procrastination than males.

**Table 5***Additional Correlation Test Results Based on Gender*

<b>Social Support and Academic Procrastination</b>	<b>(r)</b>	<b>(p)</b>	<b>Description</b>
Male	-0.173	0.380	Not significant
Female	-0.435	0.000	Significant

Table 5 shows an insignificant correlation between male subjects compared to female subjects. Therefore, the correlation between female and male subjects is relatively strong.

**Table 6***Academic Procrastination Test Results Different Based on Employment Status*

<b>Category</b>	<b>P</b>	<b>Mean</b>
Work/Part-time	0.943	38.39
Do not work		38.30

Table 6 demonstrated that there is no significant difference between who subjects work/part-time and those not working. However, the mean showed that working subjects have a higher level of procrastination.

**Table 7***Additional Correlation Test Results Based on Employment Status*

<b>Social Support and Academic Procrastination</b>	<b>(r)</b>	<b>(p)</b>	<b>Description</b>
Work/Part-time	-0.452	0.001	Significant
Do not work	-0.357	0.000	Significant

Table 7 shows a significant negative correlation between social support and academic procrastination variables in students who work and do not work, where working subjects have a reasonably strong correlation compared to non-workers.

**Table 8***Academic Procrastination Difference Test Results Based on Lecturer Feedback*

<b>Category</b>	<b>P</b>	<b>Mean</b>
Fast	0.627	38.12
Slow		38.66

Table 8 depicted no significant difference between subjects who received fast and slow feedback, with a p-value of 0.627 ( $p > 0.05$ ).

**Table 9***Additional Correlation Test Results Based on Lecturer Feedback*

<b>Social Support and Academic Procrastination</b>	<b>(r)</b>	<b>(p)</b>	<b>Description</b>
Fast	-0.350	0.000	Significant
Slow	-0.431	0.000	Significant

Table 9 indicated a significant negative correlation between social support variables and academic procrastination in subjects who received fast or slow feedback. In contrast, subjects with slow feedback have a stronger correlation.



#### 4. Discussion

The data processing results showed a significant negative relationship between the variables of social support and academic procrastination with the correlation coefficient value  $r = -0.382$  and  $p = 0.000$  ( $p < 0.05$ ). Therefore, the hypothesis in this study is accepted. The coefficient of determination ( $r^2$ ) was 0.146, indicating that the effective contribution of social support to academic procrastination is 14.6%. The other 85.4% are influenced by factors not examined in this study.

These results align with the study by (Lastary & Rahayu, 2018; Amelia & Hadiwinarto, 2020; Harmalis et al., 2021). This study also agrees with Sari & Fakhruddiana (2019) that social support has a significant negative correlation with student academic procrastination, indicated by a strong relationship strength, where  $r = -0.618$  and  $p < 0.05$ . Hence, high social support leads to low individual procrastination, as the individuals become more motivated to complete their tasks.

Students working on their thesis require assessment, genuine self-esteem, and a sense of belonging support to overcome the problem of academic procrastination. This type of support results in overall well-being because it exerts a positive influence, recognition of self-worth, a sense of predictability, and stability in an individual's life. Furthermore, integration into social networks helps an individual avoid the negative experiences (Cohen & Wills, 1985) caused by procrastination because they do not give up easily and can complete their thesis.

The intercorrelation test results showed a significant negative correlation that is strongest on the subscale of belonging support and academic procrastination, with  $r = -0.405$  and  $p < 0.05$ . Furthermore, the appraisal support has a significant correlation in the negative direction with an  $r$ -value of  $-0.310$  and  $p < 0.05$ , while tangible support has an  $r$ -value of  $-0.260$  and  $p < 0.05$ , indicating a significant negative relationship. These results demonstrate that social support can reduce student academic procrastination problems, especially when they receive belonging and appraisal support from the environment. Students with good belonging support complete their study period within the specified time because they discuss and conduct other academic activities with their friends (Anisahwati, 2019). The availability of someone who can carry out things together prevents prolonged procrastination.

Moreover, students with appraisal support receive feedback, suggestions, or advice. Hence it is easier to make revisions. The students with tangible support are optimistic about completing their thesis due to the assistance provided by others in the form of actions or services. Hence procrastination is avoided.

According to the additional analysis test, there is no significant difference in the academic procrastination level of male or female subjects. These results align with a study by Astuti et al. (2021) and Nilakantie and Mastuti (2014). The absence of differences is influenced by the demand to study independently (Astuti et al., 2021).

This study also showed a significant relationship between social support and academic procrastination in female students, whereas it was insignificant in males. A previous study stated that women had a higher perceived level of social support than men. They have an affiliative style, with more attachments and broader social networks than men, due to the need for more significant social support to maintain their psychological health (Soman et al., 2016). Therefore, the level of social support in men is low due to the lack of resources provided by one's interpersonal relationships, affecting the results (Ullah et al., 2014).

The analysis of the procrastination test demonstrated no significant difference between working/part-time and non-working subjects, which was in line with a study by Purwanto et al. (2019). The absence of differences in work status is due to the ability to manage time well in both subjects and balance the need to study and work (Muzaqi & Arumsari, 2016).

The correlation test results on employment status showed that working subjects have a reasonably strong correlation value compared to non-workers. However, the working subjects have more burdens and responsibilities due to differences in work and college activities. The students who study while working know the consequences, including the division of time, which may result in procrastination if mismanaged (Muzaqi & Arumsari, 2016). Therefore, these subjects require more social support from the environment to complete the thesis, reducing procrastination behavior.

The tests showed no difference in academic procrastination between students receiving fast and slow feedback. However, when working on a thesis, feedback from the lecturer is important as procrastination behavior is minimized. Fritzsche et al. (2003) reported that people who procrastinate start working only when they receive feedback. This study found a significant relationship between feedback and delay in writing assignments. Also, feedbacks enable students to avoid technical errors in writing (Sholihat, 2021)

Furthermore, the test results show that students with slow feedback have a reasonably strong correlation compared to those with fast feedback. This indicates that subjects with slow feedback require more social support while waiting for the lecturer's feedback. The support makes the individual feel loved, cared for, and valued (Taylor et al., 2003).

This study is viable, though there are some limitations, such as the difference in the number of respondents based on gender, where the female respondents dominate the male. Another limitation is that there is no semester limit for the subjects working on the thesis, and the criteria for those taking thesis courses are not added. Therefore, further studies are expected to include semester limits and the above criteria to facilitate filtering the data used for the analysis.

## 5. Conclusions

Based on this study, there is a significant negative relationship between social support and academic procrastination in students working on a thesis during the COVID-19 pandemic. Therefore, the hypothesis proposed in this study is accepted.

In this sense, when students perceive high social support, it leads to low individual procrastination since individuals are more motivated to complete their tasks. In addition, students working on their thesis require evaluation, tangible support, self-esteem, and a sense of belonging to overcome the problem of academic procrastination. This type of support brings general well-being because it exerts a positive influence, the recognition of self-esteem, and a sense of predictability and stability in an individual's life.

In the same way, social support can reduce students' academic procrastination problems, especially when they receive the support of belonging and appreciation of the environment. On the other hand, when students receive feedback after the evaluation processes, they become more optimistic and focus better on completing their thesis due to the help that others provide them in the form of actions or services, thus avoiding procrastination. Also, students who study while working are aware of the consequences, including the division of time, which can result in procrastination if mismanaged, therefore requiring more social support from the environment to complete the thesis, reducing procrastination behavior.

## Author contributions

**Annisa Anin Sari:** Conceptualization, Data Analysis, Methodology, Investigation, Resources, Writing The Original Draft, Review, And Editing.

**Fitri Ayu Kusumaningrum:** Conceptualization, Data Analysis, Methodology, Investigation, Validation, Writing The Original Draft, Review, And Editing.



### Competing interests

The authors declared no potential conflicts of interests with respect to the research, authorship, and/or publication of this article.

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