THE EFFECT OF SELF-EFFICACY, LEARNING MOTIVATION AND SOCIAL SUPPORT ON ACADEMIC PROCRASTINATION AMONG THE STUDENTS OF UPBJJ-UT OF MAKASSAR

(A STUDY ON THE STUDENTS OF BASIC EDUCATION IN JENEPONTO STUDY GROUP)

Muh. Alwi[1], Basmi[2], Muh. Ali A[3], Syamsuddin Patang[4], Subirman Musa[5], Juhardi[6]

[1, 2, 3, 4, 5, 6]*Universitas Terbuka of Makassar (INDONESIA)*

alwi@ecampus.ut.ac.id

Abstract

The problem of this study addresses academic procrastination in students in the study group (also known as pokjar) of Jeneponto and aims to identify the factors by which academic procrastination is influenced within the settings of Jeneponto Pokjar. Taking on quantitative approach in an ex post facto design, the study dealt with a population of 112 students in Jeneponto, from which samples were selected using saturation sampling (census) in which each member of the population was involved. Data were collected from questionnaires that had been tested for validity and reliability. Data analysis fit in both partial and simultaneous regression analysis. Results showed that the effect of self-efficacy on academic procrastination among the students in Jeneponto Pokjar at UPBJJ-UT of Makassar peaked at 27,1%, learning motivation at 59,4, and social support at 32,4%. In simultaneous testing, self-efficacy, learning motivation, and social support accounted for 70,9% of the academic procrastination. Given that the statistical findings were positive and significant both in partial and simultaneous correlations, the implication is obvious; the importance of fostering and improving self-efficacy and learning motivation in order to cope with academic procrastination in students. This study offers recommendations for how to nurture relationships between the university and its students and to enhance students' self-efficacy through self-development training, such as Student Learning Skill Education (Edukasi Keterampilan Belajar Mahasiswa or EKBM).

Keywords: self-efficacy, learning motivation, social support, academic procrastination

1 INTRODUCTION

It is common to expect that university students want to complete their academic pathways within a specified period. Other forces are driving this too. There are greater expectations, or probably pressures, from their parents, peers, teachers, and the institution. These forces may steer students' motivation toward the completion of the course of education.

However, it is also common that students find it complicated to navigate higher education with many hurdles standing in the way. They have a lot to deal with in terms of academic loads but lack the concept of time management and self-discipline. Many mistakenly believe that they have enough time for many things to do, or they work in a fast-paced manner to reclaim more time out of the specified period. This is eventually inefficient as people are prone to mistakes in a hasty situation. A prior research found that academic procrastination is relatively prominent among university students (Sirin, 2011).

In psychology, procrastination denotes undisciplined behavior, indicating an inclination to delay in completing a task or job (Steel, 2007: 65). Students who demonstrate academic procrastination involve delaying working on a task until right before the due date, and breaking promises to submit an assignment, making up excuses to gain additional time and opting for other unnecessary activity (Renni Nugrasanti, 2006:29).

As one of the higher-education institutions in Indonesia, Universitas Terbuka runs distance education in which the core elements include online environment. Within online environment, students are expected to navigate higher education more easily, which in turn affects their graduation trajectories. To date, Universitas Terbuka has awarded more than one million degrees in a wide range of academic disciplines across the country.

However, students may not make use of the full advantages of its academic offerings. A prior study in December 2018 found academic procrastination in half of the students in the study group of Jeneponto at UPBJJ-UT Makassar. The indicators are obvious; only half of the group was reported doing assignment and exceeding the semester limit, and scoring a GPA around two. These data attested to academic procrastination among half of the students in Jeneponto study group at UPBJJ-UT Makassar.

Academic procrastination behavior in Jeneponto students may be attributable to a multitude of factors related to physical, psychological and environmental circumstances (Fauziah, 2015). Among others, self-efficacy is closely linked to procrastination. Self-efficacy embodies one's confidence in his or her ability to perform a specific task. This greatly contributes to the understanding of self-confidence in nurturing one's potential, pursuing achievement, and boosting social skills. It also encourages students to choose a particular task, and invest effort, perseverance, and achievement (Santrock, 2007:298).

In a prior study conducted in December in Jeneponto study group at UPBJJ-UT Makassar, students were reported having demonstrated a lack of academic self-confidence, which resulted

in academic dishonesty on assignments and examinations. These students doubted their own answers and resorted to their peer's (changing their own by copying other's), felt reluctance to express ideas and respond to teacher's questions, complained about academic workloads, and often overlooked their tasks and responsibilities. This provides grounds for the prevalence of academic procrastination associated with low self-efficacy among half of the students in Jeneponto study group at UPBJJ-UT Makassar.

In addition to self-efficacy, academic procrastination in Jeneponto may also be subject to academic motivation. Experts define self-motivation as the most heavily associated factor of academic procrastination (Sirin, 2011). A multitude of factors may foster motivation in academic settings with which students perceive academic affairs worthwhile and meaningful and reap academic benefits from them (Woolfolk, 2009: 226 dan Dimyanti & Mudjiono, 2015: 80). This view substantiates the notion that learning motivation entails a mental activity in human beings as learning individuals.

A prior study conducted in December in Jeneponto study group at UPBJJ-UT Makassar also revealed a lack of student motivation. This was evident in students' struggle with assignment, plagiarism, passive attitude and lack of enthusiasm in a classroom setting, and a noisy disruptive classroom. These are consistently connected with motivation issues among students.

Along with internal factors, external factors in the form of social support may give rise to academic procrastination. Social support plays a key role in nourishing an individual's spirit of learning. Social support is heavily associated with student's self-adjustment (Misnita, Lubis & Azis, 2017: 31) and tends to have long-term effects on learners (Feeney & Collins, 2015: 113). These views reflect on the underlying cause of students' motivation to adapt to learning environments through positive social support.

Based on the assessment of competent experts and empirical evidence from prior studies, both internal and external factors lead to academic procrastination. The present study draws on significant variables, i.e., self-efficacy, academic motivation, and social support to measure academic procrastination in students in Jeneponto study group at UPBJJ-UT Makassar. The study contributes to the understanding of the dominant variable that affects academic procrastination and becomes a benchmark by which higher-education institutions nurture the quality of self-efficacy, academic motivation, and social support to tackle academic procrastination.

2 METHODOLOGY

This was a quantitative ex post facto study, given that the researchers sought to describe a current event in the form of meaningful numbers. The study was conducted with a population of 470 students of Basic Education in the study group of Jeneponto. When the population size is too large, samples are used in testing. Random sampling was adopted where each member of the population had an equal opportunity of being chosen. The sample size was measured using Harry King Nomogram with an error rate at 5% and its multiple factor at 95%, that is, 1,195 (Sugiyono, 2014: 72). This resulted in a final sample of 161 students.

Primary data were obtained through direct observation by the researchers. Data collection involved a questionnaire on self-efficacy, academic motivation, social support, and academic procrastination. The questionnaire consisted of closed-ended items and provided several response options from which respondents had to choose. The instrument was based on a 4-point Likert scale (Mardapi, 2008) to leave out the 'neutral' option (Mulyatiningsih, 2014: 29). Data analysis fit in partial and simultaneous regression analysis to arrive at the factors that influenced academic procrastination. Prior to data analysis, classical assumption testing, which included normality tes, linearity test, homoscedasticity test, and multicollinearity test, was performed (Gozali, 2011). The statistical analysis was carried out in IBM SPSS Statistic 20.

3 RESULT AND DISCUSSION

3.1 RESULT

The result of Kolmogorov-Smirnov test on self-efficacy (X1), academic motivation (X2), social support (X3), and academic procrastination (Y) showed a significance level (p value) 0,200 > 0,05, indicating that the dataset came from a normal distribution. In linearity analysis, a set of X-Y data pairs (i.e., X1-Y, X2-Y, and X3-Y) was tested, resulting in a p value higher than 0,05 (p>0,05) and thus indicating a linear association. In multicollinearity analysis between independent variables and dependent variable, tolerance value was greater than 0.1 (> 0.1), and Variance Inflation Factor (VIF) was greater than 10 (< 10), indicating that multicollinearity was not present. The results of classical assumption testing in IBM SPSS Statistic 20 showed normal distribution, linear association, and absence of multicollinearity, hence meeting the criteria for the parametric analysis test (Gozali, 2011).

3.1.1 Hypothesis Testing

1) **H1**: There is an effect of self-efficacy on academic procrastination in Jeneponto study group at UPBJJ-UT Makassar.

The first hypothesis claims that self-efficacy affects academic procrastination in Jeneponto study group at UPBJJ-UT Makassar. To assess the hypothesis, statistical hypotheses are identified and analyzed using partial regression test with IBM SPSS 20. The hypotheses are formulated as follows:

a) Ho = There is no effect of self-efficacy on academic procrastination in Jeneponto study group at UPBJJ-UT Makassar.
b) Ha = There is an effect of self-efficacy on academic procrastination in Jeneponto study group at UPBJJ-UT Makassar.

Null hypothesis (Ho) is tested in a partial regression test in SPSS 20 with the output below.

Table 1.
Output of Model Summary of Partial Regression Between Self-Efficacy and Academic Procrastination

Model Summary				
Model	R	R Squared	Adjusted R Squared	Std. Error of the Estimate
1	.520[a]	.271	.264	.963
a. Predictors: (Constant), Self Efficacy				

In Table 1, the coefficient of determination (R^2) is 0,271, suggesting that self-efficacy accounts for 27,1% of the variation in academic procrastination in Jeneponto study group (UPBJJ-UT Makassar). The remaining 72,9% accounts for other variables. Table 2 shows the regression equation.

Table 2.
Output of Partial Regression Coefficients Between Self-Efficacy and Academic Procrastination

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.976	1.544		17.467	.000
	Self-Efficacy	.537	.084	.520	6.391	.000
a. Dependent Variable: ACADEMIC PROCRASTINATION						

In Table 2, the constant (a) is 26,976, and the regression coefficient (bX) is 0,537. Accordingly, the regression equation is formulated into Y=a+bx, where Y= 26,976+0,537. The regression coefficient (bX) of 0,537 in the model suggests that an increase in self-efficacy leads to a ceteris paribus increase in academic procrastination (with other variables being held constant). A positive coefficient represents that for every 1-unit increase in self-efficacy, the model estimates that academic procrastination will increase by 0,357.

The significance of partial correlation is assessed using t-test. In Table 2, t-calculated is greater than t-table, where 6,391 > 1,982. There is correspondingly sufficient evidence that, with a significance value of the coefficients at $0.000 \leq 0.05$, self-efficacy has a positive effect on academic procrastination.

The t-test also concludes that the proposed statistical hypothesis or H_0 that claims "no effect of self-efficacy on academic procrastination in Jeneponto study group (UPBJJ-UT Makassar)" is **rejected in favor of Ha** that claims significant positive effect of self-efficacy on academic procrastination in Jeneponto study group (UPBJJ-UT Makassar).

2) **H2:** There is an effect of academic motivation on academic procrastination in Jeneponto study group at UPBJJ-UT Makassar.

The second hypothesis claims that academic motivation affects academic procrastination in Jeneponto study group at UPBJJ-UT Makassar. To carry out the hypothesis testing, statistical hypotheses are identified and analyzed using partial regression test in IBM SPSS 20. The hypotheses are formulated into:

c) Ho = There is no effect of academic motivation on academic procrastination in Jeneponto study group at UPBJJ-UT Makassar.
d) Ha = There is an effect of academic motivation on academic procrastination in Jeneponto study group at UPBJJ-UT Makassar.

Null hypothesis (Ho) is tested in a partial regression test using SPSS 20 with the output below.

Table 3.
Output of Model Summary of Partial Regression Between Academic Motivation and Academic Procrastination

Model Summary				
Model	R	R Squared	Adjusted R Squared	Std. Error of the Estimate
1	.771[a]	.594	.590	.718
a. Predictors: (Constant), Academic Motivation				

In Table 3, the coefficient of determination (R^2) is 0,594, suggesting that academic motivation explains 59,4% of the variation in academic procrastination in Jeneponto study group (UPBJJ-UT Makassar). The remaining 40,6% accounts for other variables. Table 4 shows the regression equation.

Table 4.
Output of Partial Regression Coefficients Between Academic Motivation and Academic Procrastination

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.854	1.656		9.575	.000
	Academic Motivation	.569	.045	.771	12.680	.000
a. Dependent Variable: Academic Procrastination						

In Table 4, the constant (a) is 15,854, and the regression coefficient (bX) is 0,569. The corresponding regression equation is formulated into Y=a+bx, where Y=15,854+0,569. The regression coefficient (bX) of 0,569 in the model suggests that a change (increase or decrease) in academic motivation results in a ceteris paribus change in academic procrastination (while holding other variables fixed). A positive coefficient represents that for every 1-unit increase in academic motivation, the model estimates that academic procrastination will increase by 0,569.

The significance of partial correlation is assessed using t-test. In Table 4, t-calculated is greater than t-table, where 12,680 > 1,982. There is correspondingly sufficient evidence that, with a significance value of the coefficients at 0.000 ≤ 0.05, academic motivation has a significant positive effect on academic procrastination.

The t-test further concludes that the proposed statistical hypothesis or H0 that expresses "no effect of academic motivation on academic procrastination in Jeneponto study group (UPBJJ-UT Makassar)" **is rejected in favor of Ha** that claims significant positive effect of academic motivation on academic procrastination in Jeneponto study group (UPBJJ-UT Makassar).

3) **H3**: There is an effect of social support on academic procrastination in Jeneponto study group at UPBJJ-UT Makassar.

The third hypothesis claims that social support affects academic procrastination in Jeneponto study group at UPBJJ-UT Makassar. To evaluate the hypothesis, statistical hypotheses are defined and analyzed using partial regression test in IBM SPSS 20. The underlying hypotheses are formulated into:

e) Ho = There is no effect of social support on academic procrastination in Jeneponto study group at UPBJJ-UT Makassar.
f) Ha = There is an effect of social support on academic procrastination in Jeneponto study group at UPBJJ-UT Makassar.

The output of partial regression test for calculating the null hypothesis (Ho) in SPSS 20 is shown below.

Table 5.
Output of Model Summary of Partial Regression Between Social Support and Academic Procrastination

Model Summary				
Model	R	R Squared	Adjusted R Squared	Std. Error of the Estimate
1	.105[a]	.324	.197	1.066
a. Predictors: (Constant), Social Support				

In Table 5, the coefficient of determination (R^2) is 0,324, suggesting that social support accounts for 32,4% of the variation in academic procrastination in Jeneponto study group (UPBJJ-UT Makassar). The remaining 67,6% accounts for other variables. Table 6 shows the regression equation.

Table 6.
Output of Partial Regression Coefficients Between Social Support and Academic Procrastination

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.982	2.463		11.363	.000
	Social Support	.156	.043	.324	3.596	.000
a. Dependent Variable: Academic Procrastination						

Table 6 highlights a regression model with a constant (a) of 27,982 and regression coefficient (bX) of 0,156. The corresponding regression equation is formulated into Y=a+bx, where Y=27,982+0,156. The regression coefficient (bX) of 0,156 in the model suggests that a change (increase or decrease) in social support leads to a ceteris paribus change in academic procrastination (while holding all other X variables constant). A positive coefficient represents that academic procrastination tends to increase by 0,156 for every 1-unit increase in social support.

The significance of partial correlation is measured using t-test. In Table 5, t-calculated is greater than t-table, where 11,363 > 1,982. There is correspondingly sufficient evidence that, with a significance value of the coefficients at 0.000 ≤ 0.05, social support has a significant positive effect on academic procrastination.

The t-test further addresses that the proposed statistical hypothesis or H0 that expresses "no effect of social support on academic procrastination in Jeneponto study group (UPBJJ-UT Makassar)" **is rejected in favor of Ha** that claims significant positive significant effect of social support on academic procrastination in Jeneponto study group (UPBJJ-UT Makassar).

4) **H4:** There is a simultaneous effect of self-efficacy, academic motivation, and social support on academic procrastination in Jeneponto study group at UPBJJ-UT Makassar.

The fourth hypothesis claims that self-efficacy, academic motivation, and social support simultaneously affect academic procrastination in Jeneponto study group at UPBJJ-UT Makassar. To assess the plausibility of the hypothesis, statistical hypotheses are identified and analyzed using multiple regression test in IBM SPSS 20. The underlying hypotheses are expressed below:

g) Ho = There is no simultaneous effect of self-efficacy, academic motivation, and social support on academic procrastination in Jeneponto study group at UPBJJ-UT Makassar.

h) Ha = There is a simultaneous effect of self-efficacy, academic motivation, and social support on academic procrastination in Jeneponto study group at UPBJJ-UT Makassar.

Null hypothesis (Ho) is tested using a multiple regression test in SPSS 20 to see if the output provides enough evidence to renounce the claim in Ho in favor of the alternative.

Table 7.
Output of Model Summary of Multiple Regression of Self-Efficacy, Academic Motivation, Social Support on Academic Procrastination

Model Summary				
Model	R	R Squared	Adjusted R Squared	Std. Error of the Estimate
1	.842[a]	.709	.701	.614
a. Predictors: (Constant), Social Support, Self-Efficacy, Academic Motivation				

In Table 7, the coefficient of determination (R^2) of 0,709 suggests that self-efficacy, academic motivation, and social support account for 70,9% of the variation in academic procrastination in Jeneponto study group (UPBJJ-UT Makassar). The remaining 29,1% accounts for unknown variables. Table 8 shows the regression equation.

Table 8.
Multiple Regression of Self-Efficacy, Academic Motivation, and Social Support on Academic Procrastination

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.115	1.950		4.161	.000
	Self-Efficacy	.314	.058	.304	5.428	.000
	Academic Motivation	.458	.042	.621	10.915	.000
	Social Support	.107	.026	.222	4.180	.000
a. Dependent Variable: Academic Procrastination						

In table 8, the constant (b0) is 8,115, with regression coefficient of self-efficacy (b1) at 0,314, academic motivation (b2) at 0,458, and social support (b3) at 0,107. The equation for the multiple linear regression associated with the three independent variables (self-efficacy—X1, academic motivation—X2, and social support—X3) and one dependent variable (academic

procrastination—Y) is expressed as Y= bo+(-b1)+b2X2+b3X3. Y corresponds to the predicted dependent (bound) variable, bo to the constant, b1 to the regression coefficient of X1, b2 to the regression coefficient of X2, and b3 to the regression coefficient of X3. X1, X2, and X3 that represent independent (free) variables ultimately deal with the following equation for the multiple linear regression:

Y=8,115+0,314X1+0,458X2+0,107X3

Where:

a) Constant bo = 8,115, indicating that when self-efficacy, academic motivation, and social support = 0, academic procrastination = 8,115.
b) Coefficient b1= 0,314, indicating that when self-efficacy increases one unit, the positive effect of academic procrastination increases by 0,314.
c) Coefficient b2= 0,458, indicating that when academic motivation increases one unit, the positive effect of academic procrastination increases by 0,458.
d) Coefficient b3= 0,107, indicating that when social support increases one unit, the positive effect of academic procrastination increases by 0,107.

Hypothesis testing is further performed in significance test and f-test as Table 9 shows below.

Table 9.
F-Test of Self-Efficacy, Academic Motivation, and Social Support on Academic Procrastination

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	99.055	3	33.018	87.568	.000[b]
	Residual	40.722	108	.377		
	Total	139.777	111			
a. Dependent Variable: ACADEMIC PROCRASTINATION						
b. Predictors: (Constant), Social Support, Self Efficacy, Academic Motivation						

In Table 9, the resulting F calculated is 87,568 at significance of 0.000, while F table is 2,69 at significance of 5%. Accordingly, F calculated is greater than F table, where 87,568 > 2,69. **Ho is therefore rejected** in favor of the alternative. The result of multiple regression analysis favors the alternative hypothesis, which suggests that the simultaneous effect of self-efficacy,

academic motivation, and social support on academic procrastination exists in the student population in Jeneponto study group at UPBJJ-UT Makassar.

4 CONCLUSION & SUGGESTION

4.1 CONCLUSION

1. Self-efficacy has a significant positive effect that accounts for 27,1% on academic procrastination in Jeneponto study group (UPBJJ-UT Makassar), with the remaining 72,9% accounting for other variables.
2. Academic motivation has a significant positive effect that accounts for 59,4% on academic procrastination in Jeneponto study group (UPBJJ-UT Makassar), with the remaining 40,6% accounting for other variables.
3. Social support has a significant positive effect that accounts for 32,4% on academic procrastination in Jeneponto study group (UPBJJ-UT Makassar), with the remaining 67,6% accounting for other variables.
4. The simultaneous effect of self-efficacy, academic motivation, and social support accounts for 70,9% on academic procrastination in Jeneponto study group (UPBJJ-UT Makassar), with the remaining 29,1% accounting for other variables.

4.2 SUGGESTION

The following suggestions inform how the conclusions may be important for policy and for future research.

1. It is advisable to bring the research evidence into policy-making associated with the approaches to tackling academic procrastination at UPBJJ-UT Makassar.
2. Addressing the uptake of the research findings into policy-making is also beneficial in fostering academic motivation in the students of Basic Education in Jeneponto study group.
3. The findings may have practical and theoretical significance for future studies dealing with self-efficacy, academic motivation, social support, and other factors affecting academic procrastination.

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