

ANALYSIS OF INTERNAL, EXTERNAL FACTORS, ACADEMIC PROCRASTINATION IN COMPLETING FINAL ASSIGNMENTS IN COLLEGE STUDENTS

Monal¹, Marniati^{2*}, Ihsan Murdani³, Maiza Duana⁴, Mardi Fadillah⁵

^{1,2,3,4,5} Public Health Study Program, Faculty of Health Sciences, Universitas Teuku Umar, Meulaboh

Corresponding E-mail: monalmonaldes@gmail.com^{1*}, marniati@utu.ac.id²

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Abstract

Academic **procrastination** is a delaying behavior often found among students. The study was conducted because there were still a number of students in the 2020 batch of public health study programs who were not on time in completing their studies, allegedly related to procrastination behavior. This study **aims to** reveal the internal and external factors that trigger procrastination in completing the final project. **The method** used was descriptive qualitative, informants were selected purposively, namely: one key informant (caprodi), four main informants (students), and three supporting informants (academic supervisors). Data obtained through initial surveys, interviews, and documentation were analyzed through the stages of reduction, data presentation, and conclusion drawing. **The results** show that the more dominant (internal) factors include weak time management, low self- efficacy, and psychological conditions. While (external) factors including environmental conditions, and social support do not directly cause procrastination but can strengthen or reduce the causes in terms of internal factors. Academic procrastination in 2020 batch students of public health study programs is triggered by a combination of internal and external factors, which are dominated by internal factors. **Suggestions**, for students it is important to improve time management skills and build self-efficacy through structured and consistent study planning, especially when in the progress of preparing the final project.

Keywords: *External Factors, Internal Factors, Final Students, Procrastination*

INTRODUCTION

Academic procrastination or the habit of procrastination in the academic field is a phenomenon that is often found among students, it can be characterized by the tendency to delay in completing academic tasks such as final assignments that have become the responsibility of students. According to Schraw et al, (2007). Academic procrastination is a deliberate behavior of delaying work which should be completed earlier or on time, the behavior carried out tends to be aware of the consequences that will arise later. However, in this case students choose to buy time to complete their academic tasks including the final assignment. Ferrari in Martono et al. (2023), also states that academic procrastination is a delaying behavior that is chronic or continuous. This academic procrastination behavior is caused by various factors, both internal and external, such as lack of self-efficacy, and poor time management. Research by Abdul Rivai Husain et al. (2020), showed that internal factors were 85% and external factors were 89.5% of students who had academic delay behavior. Tri Cahyono (2020), the causative factors are primary and secondary, which include difficulty dividing time and living environment. Furthermore, Canavallia et al. (2023) mentioned the causes of PA laziness, not in the mood, lack of enthusiasm and fatigue, as well as the many activities carried out. Another study was also conducted by Sandy (2023), the factors that influence procrastination are physical, psychological, beliefs, parenting style, and environmental conditions. Furthermore, Handoyo et al. (2020) the cause of delaying completing assignments among students is because they feel they are not being supervised. Procrastination or delaying behavior has become one of the focuses of research in the last period of time. Steel, in Sparfeldt & Schwabe. (2024) revealed that procrastination in the academic field is closely related to psychological factors, such as lack of encouragement and lack of self-efficacy. In research by Suhadianto & Nindi Pratitis (2020), conducting research on students of the Faculty of Psychology at one of the universities in Surabaya involving 20 respondent subjects, showed a significant impact on students' psychological conditions in the form of stress levels with a frequency of 45% and 60% anxiety. According to Mochammad Nur Ikram (2020). Shows a negative impact, namely the emergence of feelings of guilt or regret in students, the lack of

maximum assignments done, students get consequences from lecturers. The results of research by Annisa. (2022) shows that students who do academic procrastination get poor learning outcomes. Tri Cahyono (2020), also states, this behavior has an impact on graduation, and shows that students graduate on time brought 50%. This clearly illustrates that students who engage in procrastination behavior are not just a culture of delay, but also have an impact on the academic field and psychological aspects of the individual. Research conducted by Solomon and Rothblum in Haryanti et al. (2020) in one of the universities in the United States (US), showed that students who committed academic procrastination were 46% of the total 342 respondents. Meanwhile, Burka and Yuen in Uyun et al. (2023) revealed that 90% of students who engage in similar behavior, and 25% of them were expelled from college because they were unable to fulfill their lecture responsibilities. In Indonesia, a study by Haryanti et al. (2020) found that 74% of students were in the moderate category of postponing academic tasks, and 13.4% in the high category, and 12.6% of students were in the low category of postponing academic tasks. The same findings were also seen in the study of Putri Santri (2022) at Ar-Raniry State Islamic University, in Banda Aceh, showing a percentage of 79% of the 33 samples, students were classified as moderate in procrastination. This data shows that academic procrastination is related to delays in study completion. This is also reflected in our study, a number of students were unable to complete the final project on time. It was recorded that from the total number of public health study program students in 2020 there were (169 students) and in 2023 there were still (126) or 25.44% of students who were unable to complete their studies on time, from the study program target of students completing on time by (75%). This data also reinforces the urgency of the study seeing that the target of the student study program agency that graduates on time has not been achieved, which can be an indicator of procrastination behavior that needs to be addressed and confirms the need for an in-depth analysis of academic procrastination behavior in 2020 batch students of the Teuku Umar University Public Health Study Program in 2025.

Time management is the skill of utilizing time by planning actions and efforts as well as possible, so that all activities carried out can be carried out properly. Many students are faced with challenges in managing time between academic responsibilities and other activities that must also be completed. The activeness carried out in various activities such as work and other activities has a positive impact, but also requires systematic time processing, because most students have difficulty dividing their time. From the explanation and data above, researchers see time management as a solution to reduce academic procrastination behavior, especially for students in completing final assignments. Based on an initial survey conducted on students of the Public Health study program, Faculty of Health Sciences, there are many academic procrastination behaviors caused by various factors such as stress, many outside activities carried out so that it is difficult to manage time, this has an impact on reducing the cumulative achievement index or GPA. This study was conducted because it saw that there were still a number of students in the class of 2020 in 2023, especially those who were late or not on time in completing their studies which were thought to be related to procrastination behavior or the habit of procrastinating in completing the final project. Apart from that, there are various previous studies conducted related to procrastination, however, researchers have not found any studies on procrastination in a local context, especially for students of class 2020 in the Public Health Study Program at Teuku Umar University.

METHODS

This study uses an exploratory descriptive qualitative method, which aims to explore internal factors in the form of (time management, self-efficacy, psychological conditions) and external factors including (environmental conditions, and social support) which trigger procrastination in completing the final project. This research was conducted at the Teuku Umar University campus, especially for students of the Public Health Study Program class of 2020 in May 2025. The informants in this study consisted of eight people, including one key informant (caprodi), four main informants (students), and three supporting informants (academic supervisors), whom the researchers chose purposive sampling because they were considered to know and experience firsthand the phenomenon under study. Data collection was carried out through direct in-depth interviews, with data sources in the form of initial surveys, interview results from each informant, and documentation. Data analysis went through the stages of data reduction, data presentation, and conclusion drawing, with an emphasis on understanding the meaning of the research subject's experience.

RESULTS AND DISCUSSION Results

1. Time Management

Based on the results of interviews that have been conducted in this section, it has been found that the majority of main informants (students) have difficulty dividing time effectively between the preparation of final assignments and other activities. The dominant main informant stated that there was no structured daily planning in preparing the final project. Main informant 1 (student) said, "Actually, there is time to do the final project ... but yes, I don't have a special schedule depending on my mood." (IU1). Main informant 2 experienced obstacles in

managing time between work and thesis, he had difficulty dividing time because of work, so that the process of working on the final project tended to be delayed. Furthermore, Main informant 4 who only relies on his mood and does not have a structured routine. "It all depends on the mood ... there is no standard day or hour specifically for doing it." (IU4). Meanwhile, only Primary Informant 3 explicitly mentioned that the final project was not a priority, as he prioritized his work. "I have no desire to graduate anymore, because I have lost motivation from the start so the thesis is not important now." (IU3). It can be seen from the majority of the main informant's statements that structured schedule planning is important to avoid delays in completing the final project. From the side of academic supervisors (supporting informants) and caprodi (key informants), information was also obtained that most students did not have careful planning to process their academic time. Supporting Informant one (lecturer Pa) said that one of the students who participated in the MBKM internship often had difficulty managing the time between internship activities and preparing thesis proposals. (IP1). Furthermore, the key informant (kaprodi) also emphasized that, "many students experience time management constraints due to busyness outside the campus, low motivation, and lack of planning which makes procrastination occur in completing the final project on time." (IK).

2. Self-efficacy

Based on the interviews that have been conducted, the main informants reveal that a sense of self-distrust arises in them due to various pressures, such as repeated revisions, parental expectations and also previous academic experiences. Key informant 1 (student) stated, "There are doubts too, especially when there are many revisions." (IU1). Key informant 2 also added "Sometimes doubts like to come until you give up too." (IU2). Furthermore, the main informant 4 showed that his self-confidence decreased after several title rejections, in the interview he said "60% tend to be unsure 40% sure of myself, since my judul was rejected five times." (IU4). This is different from the main informant 3, he admitted that he did not have a strong will to graduate. "I am not sure of my ability because I have no strong motivation to graduate" (IU3). In this case, from the side of the key informant (kaprodi) also sees many students who show fear or lack of confidence in their students, it seems that they are afraid when asked for an explanation regarding the progress of their final project, "From what I see, these students lack confidence, the reason is that when I call them, they look timid and show insecurity." (IK). This was also added by supporting informant two (PA2), mentioning that, a lack of self-confidence makes students reluctant to openly convey the obstacles they experience, especially in the preparation of this final project which makes delays occur. "There is a lot of lack of confidence, they are not PD, even though when I see them they have competence, they are able to complete the final project. I asked what the factors were, up to the internal and external factors, it turned out that there was indeed no confidence in completing the final project." (IP2).

3. Psychological Condition

The study that has been carried out shows that there is an unfavorable psychological condition so that it becomes one of the main obstacles that makes the student unable to complete the final project and study in a timely manner. This is based on the results of interviews that have been conducted with all main informants (students), key informants (caprodi), and supporting informants (academic supervisors). The main informants (university students) experienced poor psychological conditions, which resulted in a tendency to postpone assignments. One of the main informants even experienced stress, sleep disturbances and irregular eating patterns. "I have really felt stressed and mentally tired, once I cried, then I had trouble sleeping and eating badly." (IU1). Furthermore, the main informants two and four also revealed and felt an unfavorable psychological condition that made him really down so that he often delayed working on his thesis. In the interview, he stated, "I was really stressed, anxious, and felt mentally tired, like last time, I was really down, so I often postponed doing the thesis." (IU2), only the main informant three did not experience an unfavorable or good psychological state because he had not done the final project preparation. It can be seen from this statement that internal factors in the form of psychological conditions experienced by most of the main informants, this is a serious matter and also a trigger for them so that procrastination behavior in preparing the final project occurs, which of course has an impact on completing the study on time. The key informant (caprodi) stated that, "in terms of policies and academic pressure in the process of preparing and completing the final project, it is actually not burdensome and very minimal, but also still receives direct reports related to the psychological state of students." and also emphasized "this is caused by the internal problems of the students themselves." (IK).

4. Environmental Conditions

Based on the results of the interviews, the physical and social environmental conditions are generally supportive so that it does not become one of the main factors in the occurrence of this procrastination behavior. The main informants one, to four, conveyed statements based on their experience, that in general both the physical and social environment was quite calm and supportive for the progress of completing the final project. "The environment where I live so far has not disturbed me. It's not too noisy and quite comfortable for studying or doing

the final project." (IU1). Furthermore (IU2) "From the living environment, there is no problem, it's not too noisy, so you can actually do it." Although some informants experienced limited access to information about the mentor and were not actively communicating in the WhatsApp group, it was also acknowledged that it was not the main obstacle resulting in delayed behavior in completing the final project. The key informant (caprodi) emphasized that campus facilities fully support the completion of the final project, although there is no specific mapping of the constraints of the student's living environment. Supporting informant one lecturer (PA), also stated that there were no complaints related to the environment from students so that this behavior occurred. This was also added by (IP3) who revealed that the learning environment on campus was complete. Furthermore, only supporting informant three said that he had provoked questions about the learning environment but students also did not complain about the environmental conditions. This statement provides a fairly clear picture, the various factors that influence them so that there is a delay in completing the thesis, but the physical and social environmental conditions are not the main trigger for academic procrastination behavior in completing the final project on time for these students.

5. Social Support

In the study that has been conducted, most of the main informants (students) said that they received social support from the surrounding environment, such as from family, friends, and academic supervisors. The main informants one and two mentioned that this support encouraged them to remain enthusiastic and also to survive in the midst of laziness or psychological pressure that they experienced. "I really feel that I get support from people around me. Friends, family, and the supervisor all play a role. My family often gives me advice to be patient and keep my spirits up so that I can finish on time." (IU1). Main informant two also added that this social support exists and is felt, especially the support of his friends. "They often help you give advice, even when you don't have a laptop they want to lend you a laptop to do the work, so you can graduate together on time." (IU2). Main informants three, and four, also received support from their surroundings but in some conditions, the social support they received was sometimes felt as a form of pressure. "Their role is really big, the biggest is from parents, if friends maybe 30%, lecturers 10% lah. But still, their support doesn't always make me more enthusiastic, sometimes it makes me more lazy because I feel like I'm being demanded." (IU4). Key and supporting informants (caprodi) and (PA) provided information stating that support to students is also available both formally such as (university task force) and informally (lecturers who are open for consultation) related to the obstacles experienced by students in the context of completing the final project and other matters, but its success depends on the openness of students in establishing communication.

Discussion

1. Time Management

Time management is a skill in utilizing time effectively through planning and organizing activities in order to achieve certain goals efficiently. In the context of students, time management involves the skills of making schedules, setting priorities and dividing time between coursework and other outside activities. Based on the findings, the researcher sees that the weak time management of students affects the intensity of procrastination tendencies, especially in the preparation of final assignments. Researchers can conclude that most of their main informants have difficulty in managing their time properly. They tend to delay because they are less able to prioritize between work or activities that are being carried out, making them vulnerable to procrastination behavior in completing the final project. Based on Time Management Theory (Claessens et al., 2007) explains that, the inability to manage time can cause a pile of tasks and stress, which ultimately encourages individuals to tend to delay work. This is corroborated by research conducted by Dayantri and Netrawati (2023), which states that weak time management is significantly correlated with academic procrastination behavior with a correlation coefficient of -0.540, which means that the lower the time management, the higher the intensity or level of procrastination. Apart from that, Bangun & Sovranita (2022) in their study stated that students with low time management skills tend to have difficulty completing their thesis on time. Furthermore, this study is also in line with Marsela and Irianto (2024), finding that poor time management has a significant influence on academic procrastination, showing a contribution of 33.2% so that he states the importance of effective time processing. Thus, improving time management is an urgent need for final year students who are in the progress of completing their final thesis. This study confirms that students who do not have a good planning and time processing system will be at high risk of procrastination, rather than that the development of disciplined and consistent learning is one of the main keys to completing the final project in a timely manner for final year students.

2. Self-efficacy

Self-efficacy or also called self-efficacy is a person's belief in his ability to complete tasks or face certain situations, this concept was developed by Albert Bandura (1997), in the academic environment self-efficacy which

includes a student's belief in the level of ability both in understanding the material and the level of confidence in completing tasks or work, in this theory states that low self-confidence is younger to give up and doubt the abilities he has, and avoid challenges that he considers heavy, resulting in procrastination. Based on the results in this part of self-efficacy, the researcher can conclude that the lack of confidence in them in facing the final assignment resulted in procrastination. The study conducted, the researcher believes that, this self-efficacy has a crucial role in determining whether a student can complete his final assignment on time or will experience prolonged procrastination. Researchers see that the psychological state is an important factor that is often hidden but greatly influences procrastination behavior in students, especially in the preparation of this final project, as seen from the results of the source of information from the research subject (main informant). This is also supported by the theory that researchers use, namely, Social Cognitive Theory by (Bandura, 1997), someone with low self-efficacy will give up more easily and tend to avoid tasks that are considered challenging which triggers procrastination on a job. This finding is also in line with research by Zul, F. (2022). Which states that students with low levels of self-efficacy are prone to procrastinating their academic assignments. Furthermore, Marsela and Irianto (2024), also showed the results of self-efficacy having an impact on procrastination, with a contribution of 13.7%, in their study emphasizing the need for self-confidence to complete a task. However, this study is not in line with the findings by Purnomo & Susanto, (2023), which is inversely proportional to the statement, self-efficacy itself is not the most important thing to influence academic procrastination, but in his study he also concluded that to reduce procrastination, good self-efficacy is needed, because the higher the self-confidence, the lower the tendency to procrastinate. Therefore, increasing self-efficacy in students needs to be one of the serious concerns through intensive coaching to further encourage self-confidence, consistent motivation in final year students.

3. Psychological Condition

Psychological conditions are a person's emotional and mental state including aspects of stress, anxiety and general psychological well-being that can affect the way they think, feel, and act. In the context of preparing the final project by students, psychological conditions have a big role to support or hinder students' academic progress and progress. Psychological conditions such as those listed at the beginning of the paragraph can significantly reduce the enthusiasm for learning and can increase the tendency to procrastinate. Based on the results of the study, the researcher sees that the psychological state is an important factor that is often hidden but greatly influences procrastination behavior in students, especially in the preparation of the final project, this can be seen from the results that have been obtained.

In line with that, based on the Affective Model of Procrastination Theory (Sirois & Pychyl, 2013), it is said that, negative emotions such as stress and anxiety cause individuals to avoid or delay tasks. This finding is also in line with Faradita Marchella et al (2023) which shows a significant positive relationship between psychological conditions and academic procrastination, with a correlation of 0.178 with a significance level of $p = 0.042$ ($p > 0.0$), meaning that there is a significant positive relationship between psychological conditions and procrastination behavior which makes the tendency to delay. Furthermore, the research that has been conducted is also in line with Arif Sahin (2025), there are results on one of the factors that influence academic procrastination is, unfavorable psychological conditions. Apart from that, Grashinta et al. (2022), also showed the results of a similar study, namely, psychological conditions such as stress have a contribution to academic procrastination in students in preparing final assignments. Therefore, psychological approaches and counseling services are one of the important strategies, of course, intending to minimize the behavior of academic procrastination in completing final assignments, especially for students of public health study programs for the future. Apart from that, awareness of the psychological state of students and also more structured prevention efforts, will be more helpful for psychological processing and also maintaining their motivation during the preparation of the final project.

4. Environmental Conditions

Environmental conditions that include physical conditions (such as housing and campus facilities), and non-physical (social environment) that can affect students' academic activities. A supportive physical and social environment is very important for supporting students' academic activities. However, the study that has been carried out in this variable section, the main informants (students) do not convey these variables as a form of the main trigger for delay or procrastination behavior in completing this final project, because in general the physical and social environmental conditions are supportive. This research is in line with the findings conducted by Umriana (2020), the social environment such as boarding house friends and college friends can affect the process of completing the final project, the unfavorable living situation is one of the contributing factors but not the main trigger for procrastination behavior. Thus, although the environment can affect students in the progress of completing the final project, internal factors such as low self-efficacy, play a greater role in procrastination behavior. However, this study is not in line with Sri Dimastuti's research (2024). Showing internal factors classified as moderate quality

with a percentage of 50.5%, external factors such as environmental conditions are classified as good quality with a percentage of 64%. In addition, this study is also not in line with the research of Abdul Rivai Husain et al. (2023), showed that internal factors contributed 85% and external factors amounted to 89.5% of students who had academic procrastination behavior. Which means, external factors, environmental conditions are the main cause of procrastination. In this context, the physical and social environment will be more effective in minimizing procrastination behavior when balanced with the readiness of internal factors in students.

5. Social Support

Social Support is help, attention, and support from a person or group that causes a person to feel cared for, loved, and feel helped such as family, friends, lecturers and educational institutions. In the context of higher education, social support is very important to maintain students' mental well-being and increase their motivation to complete their studies. In this section of social support, researchers see that social support is also an important element that can strengthen or weaken the enthusiasm of students to complete the final project. Although in this study social support is generally available, the impact still depends on how students respond to the social support provided. Based on the results of interviews with the main informants, it shows that the model or form of social support provided can have a two-sided effect, the first can strengthen enthusiasm, the second can actually become an emotional burden if the support is given in the form of demands. Thematic analysis found that emotional and instrumental social support has a role in maintaining motivation and mentality, but a support model that is not in line with the emotional needs of students can cause obstacles to the psychological state so that in the end it triggers the occurrence of akademik procrastination behavior in completing the final project.

Social Support Theory, (Don Drunnon-gata & Francis cullen. 1990) explains, the existence of strong social support can increase motivation and reduce psychological pressure so that it can reduce the tendency to delay work. A study by Hartati et al. (2022) found that there is a significant negative relationship between peer social support and academic procrastination for students, with a correlation coefficient of -0.370, thus the higher the social support around, the lower the intensity of academic procrastination. In addition, Waty and Agustina (2022) also found that social support was able to reduce the tendency of students' academic procrastination in completing final assignments. However, this needs to create a form of support that is adaptive, empathetic, not just encouraging without considering the mental state of students. Therefore, a warm interpersonal approach is needed to assist during the final project completion process.

CONCLUSION

This study has revealed that students' academic procrastination behavior in completing the final project in the 2020 batch of the Teuku Umar University Public Health Study Program is caused by a combination of (internal) and (external) factors which include: (internal) weak time management, low self- efficacy, and psychological conditions such as stress, anxiety, and mental fatigue. In (external) factors, such as environmental conditions and social support do not directly trigger delays in completing the final project on time, but can strengthen or reduce the causes in terms of internal factors. Thus, academic procrastination in 2020 students is triggered and dominated by internal factors related to poor management systems, self- efficacy, and psychological conditions, compared to external factors consisting of environmental conditions, and social support.

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