



## The Relationship Between Self-Efficacy and Student's Academic Procrastination in Completing Their Final Project

Siti Nurrochmah<sup>1\*</sup>; Ervan Johan Wicaksana<sup>2</sup>; Upik Yelianti<sup>3</sup>

<sup>1,2,3</sup>Biology Education Department, Universitas Jambi, Indonesia

<sup>1</sup>Corresponding Email: [sitinurrochmah3124@gmail.com](mailto:sitinurrochmah3124@gmail.com)

### Article History:

Received: Oct 09, 2025

Revised: Jan 21, 2026

Accepted: Apr 11, 2026

Online First: Apr 19, 2026

### Keywords:

Academic Procrastination,  
Final Project,  
Self-Efficacy.

### Kata Kunci:

Kurikulum Merdeka,  
Efikasi Diri,  
Prokrastinasi Akademik,  
Tugas Akhir.

### How to cite:

Nurrochmah, S., Wicaksana, E. J., & Yelianti, U. (2026). The Relationship Between Self-Efficacy and Student's Academic Procrastination in Completing Their Final Project. *Edunesia : Jurnal Ilmiah Pendidikan*, 7(2), 1185-1198.

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**Abstract:** This study examines the relationship between self-efficacy and academic procrastination in completing final assignments among university students. A quantitative approach with simple linear regression analysis was employed. The participants consisted of 47 Biology Education students at the University of Jambi who were completing their final projects. Data were collected using validated self-efficacy and academic procrastination scales. The findings revealed that both self-efficacy (79%) and academic procrastination (72%) were at moderate levels. Regression analysis indicated that self-efficacy significantly influenced academic procrastination ( $p < 0.005$ ), contributing 47.6% to the variance. Interestingly, the positive regression coefficient suggests a potential overconfidence effect, where higher self-efficacy may lead to delayed task completion due to underestimation of task demands. This finding highlights that self-efficacy alone is insufficient to ensure productive academic behavior without adequate self-regulation. The study implies that universities should integrate psychological support and time management training to optimize students' academic performance and reduce procrastination during the final assignment process.

**Abstrak:** Penelitian ini bertujuan untuk mengkaji hubungan antara efikasi diri dan prokrastinasi akademik dalam penyelesaian tugas akhir mahasiswa. Penelitian menggunakan pendekatan kuantitatif dengan analisis regresi linier sederhana. Subjek penelitian terdiri dari 47 mahasiswa Pendidikan Biologi Universitas Jambi yang sedang menyelesaikan tugas akhir. Data dikumpulkan menggunakan skala efikasi diri dan prokrastinasi akademik yang telah divalidasi. Hasil penelitian menunjukkan bahwa efikasi diri (79%) dan prokrastinasi akademik (72%) berada pada kategori sedang. Analisis regresi menunjukkan bahwa efikasi diri berpengaruh signifikan terhadap prokrastinasi akademik ( $p < 0,005$ ) dengan kontribusi sebesar 47,6%. Koefisien regresi positif mengindikasikan adanya efek overconfidence, di mana efikasi diri yang tinggi dapat menyebabkan penundaan karena mahasiswa meremehkan tuntutan tugas. Temuan ini menegaskan bahwa efikasi diri saja belum cukup tanpa didukung regulasi diri. Oleh karena itu, perguruan tinggi perlu mengintegrasikan dukungan psikologis dan pelatihan manajemen waktu untuk mengurangi prokrastinasi.

## A. Introduction

Higher education is an institution responsible for producing competent graduates equipped with knowledge, skills, and academic integrity (Rahman et al., 2022). It demands academic independence and resilience in students completing their final assignments as a graduation requirement (Jannah & Sulianti, 2021). However, the phenomenon of academic procrastination, the deliberate postponement of assignments, remains a major obstacle triggering delays in studies (Kuswidyawati & Setyandari, 2023). This problem is evident in the Biology Education Study Program at the University of Jambi, where data as of September 2023 showed a significant number of students who had not completed their theses or final assignments, reaching 13.58% in the 2018 intake and jumping to 38.70% in the 2019 intake. This high rate of delays demonstrates the urgency of examining the factors causing these obstacles to prevent a decline in the institution's accreditation.

A strategic step to address the high rate of academic procrastination requires strengthening students' psychological aspects, particularly through increasing self-efficacy. Self-efficacy is an individual's belief in their ability to organize and execute actions to achieve targeted results (Putra et al., 2023). In the context of completing a thesis, self-efficacy plays a significant role because students with high self-confidence tend to be more persistent, able to manage stress during the guidance process, and view research challenges as tasks to be mastered (Permana et al., 2016). Conversely, low self-efficacy causes students to feel powerless in the face of the burden of their final assignment, which ultimately triggers procrastination as a defense mechanism. Therefore, self-efficacy was chosen as the primary variable in this study because it is a strong determinant and can be directly intervened through academic guidance programs.

Students who are able to write a thesis are considered to have been able to combine their knowledge and skills in understanding, analyzing, describing, and explaining problems related to their respective fields (Supriyantini & Nufus, 2018). Students in higher education are required to immediately complete their studies. Generally, at the end of the study period, students are given a final assignment called a Thesis. The final thesis assignment is a scientific paper and is an obligation that must be completed by students as a requirement to obtain a bachelor's degree (Lestari & Dewi, 2018). The final thesis assignment is compiled based on literature reviews, field research, or laboratory tests as scientific research in the undergraduate program with a weight of 8 credits. The thesis preparation process is carried out individually by each student (Seto et al., 2020). Gunawinata et al (2008) argue that the process of working on the final assignment is often an obstacle for students, this is reflected in the number of students who graduate generally fewer than students who graduate late.

Despite extensive research demonstrating that self-efficacy is negatively associated with academic procrastination, existing studies remain limited in several critical aspects. Most prior research has focused on general student populations without considering the specific academic context of science education students, who face unique challenges such as intensive practicum activities, laboratory analysis, and complex research demands.

Moreover, previous studies tend to assume a linear and uniformly negative relationship between self-efficacy and procrastination, overlooking the possibility of paradoxical effects in high-pressure academic environments. Empirical evidence examining how self-efficacy operates within the context of final project completion, particularly among science students, remains insufficient and underexplored.

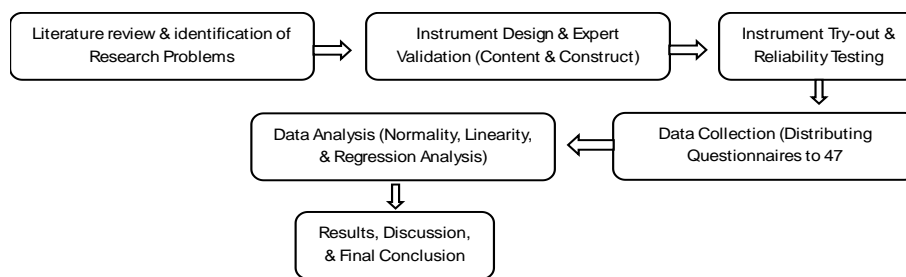
This study introduces a novel perspective by examining the role of self-efficacy within a specific and demanding academic context, namely Biology Education students completing their final assignments. Unlike previous studies, this research does not merely test the conventional negative association but also explores the potential for a paradoxical or overconfidence effect, where higher self-efficacy may lead to increased procrastination due to misjudgment of task complexity and time requirements. By integrating psychological constructs with the real academic workload experienced by students, this study offers a more contextualized and nuanced understanding of procrastination behavior in higher education.

Based on this background, the study seeks to answer the following research question: *To what extent does self-efficacy influence academic procrastination among final-year students in science education?*. Theoretically, this study contributes to the development of educational psychology by challenging the dominant assumption of a purely negative relationship between self-efficacy and procrastination, and by positioning self-efficacy as a potentially dual-function construct. Practically, the findings provide implications for higher education institutions to design more comprehensive intervention programs that not only enhance students' confidence but also strengthen their self-regulation and time management skills, thereby reducing delays in final assignment completion.

## **B. Method**

This study employed a quantitative approach with a correlational research design. The research variables consisted of self-efficacy as the independent variable and academic procrastination as the dependent variable. The purpose of this correlational method was to objectively measure the strength and direction of the relationship between students' self-efficacy and their procrastination behavior (Dewi et al., 2020).

The population in this study includes all Biology Education Study Program students from the 2018 and 2019 intakes who are completing their final assignments, with a total of 47 respondents. According to (Syahrums & Salim, 2014), sampling technique is a method used to determine a sample with an appropriate number. The sampling technique used is non-probability sampling with a saturated sample type (total sampling), where all members of the population are involved as research samples due to its limited size. The research procedure is systematic, starting from the preparation stage to the analysis of the results, which is presented horizontally in Figure 1.



**Figure 1.** Research Flow

Data were collected using a closed-ended questionnaire measuring self-efficacy and academic procrastination. This instrument used a four-point Likert scale (1-4) to avoid respondents' tendency to respond neutrally or undecidedly. To ensure the quality of the instrument, construct validity was tested through expert judgment involving two expert validators (a subject matter expert lecturer and an educational psychology lecturer). Validated aspects included indicator representativeness, language accuracy, and item relevance.

Data analysis in this study was conducted in two stages: descriptive statistical analysis and inferential analysis. Prior to hypothesis testing, a classical assumption test was conducted, including a normality test using the One-sample Kolmogorov-Smirnov technique and a linearity test using the Test for Linearity (F-Test). After the requirements were met, a correlation test was conducted using the Pearson Product Moment formula to determine the strength of the relationship between variables. Next, a simple linear regression test was applied to measure the contribution and direction of the influence of self-efficacy on students' academic procrastination levels. All calculations were processed using SPSS software version 25.0. Statistical categorization of each variable was performed based on mean and standard deviation intervals following the procedure described by Nuryadi et al (2017).

### C. Result

This study involved 47 Biology Education students completing their final assignments or theses. Data were collected through a questionnaire distributed via Google Forms. After the questionnaire was distributed, the respondents' answers were recorded in the form of scores. The scores were then analyzed for each variable. The data were grouped according to the following variables:

**Table 1.** Descriptive Analysis of Variables

	N	Minimum	Maximum	Mean	Std. Deviation
Self-efficacy	47	53	98	66.40	10.609
Academic procrastination	47	42	81	62.36	8.11
Valid N (listwise)	47				

Table 1 presents the descriptive statistics of the variables, indicating that self-efficacy ( $M = 66.40$ ,  $SD = 10.609$ ;  $\min = 53$ ;  $\max = 98$ ) and academic procrastination ( $M = 62.36$ ,  $SD = 8.11$ ;  $\min = 42$ ;  $\max = 81$ ) are distributed within a moderate range. Based on the mean and standard deviation values, the data were further categorized as presented in Table 2.

**Table 2.** Categories and Percentages of Self-Efficacy and Academic Procrastination

Category	Self-efficacy	Academic Procrastination
High	13	13
Moderate	79	72
Low	8	15
	100%	100%

Table 2 shows that the majority of respondents fell into the moderate category for both variables, with percentages of 79% for self-efficacy and 72% for academic procrastination, respectively.

## Requirements Analysis Testing

### Normality Test

The normality test is used to determine whether the data are normally distributed. The normality test in this study was conducted using the Kolmogorov-Smirnov One-sample test technique with the help of SPSS v. 25. The results of the normality test are as follows:

**Table 3.** Normality Test

Variable	Std. Deviation	Mean	Asymp. Sig.	Description
Self-efficacy	5.866	0.000	0.200	Normal
Academic Procrastination				

Based on table 3, The normality test results show that the Asymp. Sig. value is 0.200, which is greater than 0.05, indicating that the data are normally distributed.

### Linearity Test

To determine whether the two variables have a linear relationship, a linearity test was conducted. The test of linearity was performed using SPSS version 25, and the decision was based on the significance value of linearity. A significance value of less than 0.05 indicates that the relationship between variables is linear. The results of the ANOVA test are presented as follows:

**Table 4.** Linearity Test Results

ANOVA Table						
			Sum of Squares	df	Mean Square	F Sig.
Academic procrastination* Self-efficacy	Between Groups	(Combined)	2265.318	23	98.492	2.990 .006
		Linearity	1439.663	1	1439.663	43.711 .000
		Deviation from Linearity	825.654	22	37.530	1.139 .379
	Within Groups		757.533	23	32.936	
Total			3022.851	46		

Table 4 shows the sig value of linearity, which is  $0.000 < 0.05$ , while the sig value of deviation of linearity is  $0.379 > 0.05$ . Therefore, it can be concluded that there is a significant linear relationship between the self-efficacy variable and academic procrastination. A correlation test was then conducted using bivariate analysis in SPSS 25. The explanation of the correlation test is as follows:

**Table 5.** Correlation Test Results

Correlations			
		Self-Efficacy	Academic Procrastination
Self-Efficacy	Pearson Correlation	1	.690**
	Sig. (2-tailed)		.000
	N	47	47
Academic procrastination	Pearson Correlation	.690**	1
	Sig. (2-tailed)	.000	
	N	47	47

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on table 5, it is known that the sig value is  $0.000 < 0.05$  so it can be concluded that the variables of self-efficacy and academic procrastination have a positive relationship of 0.690. The r value (0.690) is in the range (0.41 – 0.70) which is interpreted as being included in the category of moderate correlation or adequate relationship.

After conducting a correlation test, a simple linear regression test was conducted to determine the influence or relationship of the independent variable on the dependent variable with the aim of seeing to what extent the self-efficacy variable can predict the level of academic procrastination and test the proposed hypothesis. The following are the results of a simple linear regression analysis conducted using SPSS version 25:

**Table 6.** Linear Regression Test Results

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1439.663	1	1439.663	40.921	.000 <sup>b</sup>
	Residual	1583.188	45	35.182		

Model	Sum of Squares	Df	Mean Square	F	Sig.
Total	3022.851	46			

a. Dependent Variable: Academic procrastination

b. Predictors: (Constant), Self-efficacy

Table 6. shows the results of the ANOVA test on simple linear regression, the calculated F value was 40.921 with a value of significance of 0.000. The significance value <0.05, which can be concluded that self-efficacy has a significant influence on academic procrastination in students completing their final assignments. After the ANOVA test found significant results, the next step was to examine the extent of the self-efficacy variable's influence on academic procrastination by examining the following model summary output:

**Table 7.** Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.690 <sup>a</sup>	.476	.465	5.931

a. Predictors: (Constant), Self-efficacy

Based on the model summary table above, the R-square value was 0.476. This indicates that self-efficacy contributes 47.6% to the variation in academic procrastination. Furthermore, the R-square value of 0.690 indicates a fairly strong relationship between self-efficacy and academic procrastination.

After it is known that the regression model has a fairly large influence as shown by the coefficient of determination (R Square), the next step is to look further at the direction and the strength of the influence of self-efficacy variables on academic procrastination are presented in the following table:

**Table 8.** Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.345	5.542		4.934	.000
	Self-efficacy	.527	.082	.690	6.397	.000

a. Dependent Variable: Academic procrastination

The regression coefficient (B = 0.527) indicates that every one-unit increase in self-efficacy is associated with an increase of 0.527 units in academic procrastination. This suggests that higher self-efficacy corresponds to a greater tendency to delay completing academic tasks. The significance value for the self-efficacy variable is 0.000 (< 0.05), indicating that the effect of self-efficacy on academic procrastination is statistically significant. Therefore, it can be concluded that self-efficacy has a positive and significant

influence on academic procrastination, meaning that higher levels of self-efficacy are associated with higher levels of procrastination.

#### D. Discussion

This study aims to examine the relationship between self-efficacy and academic procrastination in completing final assignments among Biology Education students at Jambi University. The findings indicate that self-efficacy has a significant influence on academic procrastination, with a contribution of 47.6%. This result confirms that self-efficacy is a substantial predictor of students' tendency to delay completing their final assignments. Statistically, the strength of this contribution suggests that psychological factors, particularly self-belief, play a central role in shaping academic behavior in the context of final project completion. This is broadly consistent with [Honicke & Broadbent \(2016\)](#), whose systematic review demonstrated that academic self-efficacy is one of the strongest psychological predictors of university students' academic outcomes. A recent Indonesian study by [Pratama et al \(2025\)](#) corroborates these findings, confirming a significant negative relationship between self-efficacy and academic procrastination among higher education students, while noting that approximately two-thirds of procrastination variance is explained by factors beyond self-efficacy.

From a theoretical perspective, these findings can be initially understood within the framework of [Bandura \(1997\)](#), who conceptualizes self-efficacy as an individual's belief in their ability to organize and execute actions required to achieve specific goals. In general, individuals with higher self-efficacy are expected to demonstrate greater persistence, resilience, and task engagement. This interpretation is also supported by [Yuliana et al \(2022\)](#), who found that self-efficacy significantly contributes to reducing academic procrastination, although the effect may vary depending on the level of self-regulation. Within this framework, students with moderate levels of self-efficacy, as found in this study (79%), may still require both internal motivation and external academic support to maintain consistent progress in completing their final assignments.

In addition, the descriptive findings reveal that academic procrastination among students is also at a moderate level (72%), indicating that delaying behavior is relatively common during the final assignment process. The highest contributing indicator is related to assignment completion time, suggesting that students tend to postpone tasks despite having sufficient time resources. This pattern reflects a mismatch between available time and actual task execution, which is consistent with the conceptualization of academic procrastination proposed by [Solomon & Rothblum \(1984\)](#), who emphasize the role of psychological factors such as anxiety, fear of failure, and lack of motivation. Similarly, Temporal Motivation Theory ([Steel, 2007](#)) explains that procrastination arises when individuals perceive low task value, insufficient immediate rewards, or distant deadlines, leading to reduced motivation to act promptly.

However, one of the most critical and distinctive findings of this study lies in the direction of the relationship between self-efficacy and academic procrastination. The results

show a positive correlation ( $r = 0.690$ ), indicating that higher self-efficacy is associated with higher levels of procrastination. This finding contrasts with the dominant assumption in the literature that self-efficacy functions as a protective factor against procrastination. Instead, the results suggest a more complex psychological mechanism, namely the presence of an overconfidence bias. In this context, students who perceive themselves as highly capable may underestimate the difficulty, time demands, and cognitive load required to complete their final assignments. [Hen & Goroshit \(2014\)](#) observed a comparable pattern, noting that high academic self-efficacy does not automatically translate into reduced procrastination and may in fact mask deeper regulatory deficits. As a result, they may delay initiating or completing tasks, believing that they can finish them efficiently at a later time.

This phenomenon highlights the dual nature of self-efficacy as both a facilitating and potentially inhibiting factor in academic performance. While self-efficacy is generally associated with positive outcomes, excessive or unregulated confidence may lead to maladaptive behaviors such as procrastination. [Hall et al \(2019\)](#) similarly found that in postsecondary settings, the protective effect of self-efficacy against procrastination is mediated by contextual and regulatory variables, confirming that confidence alone does not prevent delay. This interpretation aligns with [Wolters \(2003\)](#), who argues that self-efficacy alone is insufficient to ensure effective academic performance unless it is accompanied by strong self-regulation skills. In other words, confidence must be balanced with the ability to manage time, set realistic goals, and maintain consistent task engagement. Supporting this, [Ziegler & Opdenakker \(2018\)](#) found that among first-year students, effort regulation had the strongest association with procrastination, while self-efficacy showed a negative but weaker independent relationship, underscoring the importance of behavioral self-regulation alongside confidence.

Furthermore, the contradictory nature of these findings compared to previous studies ([Yuliana et al., 2022](#); [Zusya & Akmal, 2016](#); [Triwahyuni & Qodariah, 2022](#); [Putra & Soetjningsih, 2023](#); [Fahmawanti et al., 2020](#)) suggests that the relationship between self-efficacy and procrastination is highly context-dependent. In the case of final-year students, the academic environment is characterized by high pressure, complex task demands, and prolonged project timelines. These conditions may alter the function of self-efficacy, transforming it from a motivating factor into a source of complacency. Students may rely excessively on their perceived competence, leading to delayed action and reduced urgency in completing their tasks.

This interpretation is further supported by recent observations from [Putra et al \(2023\)](#), who note that students in the post-pandemic academic transition often exhibit adaptive coping mechanisms that may include procrastination. In such contexts, self-confidence may function as a psychological defense strategy to mask underlying anxiety or uncertainty. Rather than directly confronting the challenges of the final assignment, students may postpone their work while maintaining a belief in their eventual ability to complete it. This dynamic reinforces the explanation provided by Temporal Motivation

Theory (Steel, 2007), where perceived ability and delayed deadlines interact to reduce immediate motivation.

Taken together, these findings suggest that self-efficacy should not be viewed as a unidimensional construct with uniformly positive effects. Instead, its impact on academic behavior depends on its interaction with other psychological variables, particularly self-regulation and time management. High self-efficacy without adequate regulatory control may increase the likelihood of procrastination, whereas balanced self-efficacy combined with strong self-discipline may lead to optimal academic performance. This is consistent with Dewantara (2025), who demonstrated that self-regulation plays a critical moderating role in the relationship between confidence and delay behavior among students.

From a theoretical standpoint, this study contributes to the literature by challenging the conventional assumption that self-efficacy consistently reduces procrastination. By demonstrating a positive association, this research introduces a more nuanced understanding of self-efficacy as a dual-function construct. It highlights the importance of considering contextual and behavioral moderators in explaining academic outcomes, particularly in high-stakes learning environments such as final project completion.

Practically, the findings of this study have important implications for higher education institutions. Efforts to improve student performance should not focus solely on enhancing self-efficacy, but also on developing complementary skills such as time management, goal setting, and self-regulation. Academic support programs, including mentoring, structured supervision, and progress monitoring systems, can help students translate their confidence into productive academic behavior. Additionally, psychological interventions aimed at managing anxiety and improving motivation may further reduce the tendency to procrastinate.

In conclusion, this study demonstrates that self-efficacy plays a significant yet complex role in academic procrastination. While it remains an important psychological resource, its effectiveness depends on how it is regulated and applied in academic contexts. Therefore, a more integrative approach that combines self-efficacy enhancement with self-regulation training is essential to support students in completing their final assignments effectively and on time.

## E. Implication

This research has implications, both theoretical and practical. In a theoretical sense, findings broaden our understanding of the relationship between self-efficacy and academic procrastination and emphasize that high self-efficacy needs to be balanced with self-regulation skills to positively impact academic performance. Practically, these findings can serve as a basis for educational institutions to design academic and psychosocial mentoring programs that focus not only on enhancing student self-efficacy but also on training in time management skills, final project planning, and strengthening learning motivation. Furthermore, an important implication for students is that high self-efficacy needs to be

balanced with an awareness of academic responsibility and the ability to manage stress to avoid procrastination, which can hinder the process of completing a final project.

## F. Limitation and Suggestion for Further Research

This study has several limitations that should be acknowledged. First, the study was conducted on a relatively small sample limited to Biology Education students at a single university, which may affect the generalizability of the findings. Scheunemann et al (2022) highlight that academic procrastination research benefits greatly from longitudinal designs and broader institutional samples to capture the dynamic interplay between self-efficacy, satisfaction, and dropout intentions over time. Second, the use of a quantitative approach with self-report instruments may not fully capture the complexity of students' psychological experiences, particularly in relation to procrastination behavior. Therefore, caution is needed when interpreting the results, as other contextual and psychological factors beyond self-efficacy may also influence academic procrastination.

Based on these limitations, several recommendations for future research and practice are proposed. Students are encouraged to develop effective self-management strategies, such as setting realistic goals, minimizing distractions, and maintaining intrinsic motivation. Academic advisors should not only focus on academic guidance but also support students' psychological well-being and self-regulation skills through mentoring and open communication. Future researchers are advised to incorporate additional variables such as self-regulation, academic stress, and social support as potential mediators. Moreover, qualitative approaches are recommended to explore more deeply the subjective experiences and underlying mechanisms influencing the relationship between self-efficacy and academic procrastination.

## G. Conclusion

This study concludes that self-efficacy significantly influences the level of academic procrastination among Biology Education students at Jambi University during their final project completion process. The analysis found that self-efficacy substantially contributes to students' procrastination behavior. These findings reveal a unique dynamic where self-efficacy, if not accompanied by good time management, can potentially trigger academic procrastination. This confirms that student self-efficacy requires optimization to transform into productive actions in completing their thesis.

Therefore, institutions and supervisors are expected to focus not only on improving students' self-confidence but also on strengthening self-regulation skills through a more structured guidance control system. Regular implementation of draft achievement targets is necessary to reduce the tendency to procrastinate on final assignments. Future researchers are advised to expand the study to other moderating variables to enrich strategies for managing procrastination in the context of science education in the future.

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### Author's Biography

	<p><b>Siti Nurrochmah.</b>     She was born in Suka Maju, Mestong Subdistrict, Muaro Jambi Regency, on October 31, 2000. She is the second child of Mr. Marsono and Mrs. Budiwati. She completed her education from primary to senior secondary levels locally and is currently an undergraduate student in Biology Education at Universitas Jambi. Email: <a href="mailto:sitinurrochmah3124@gmail.com">sitinurrochmah3124@gmail.com</a></p>
	<p><b>Dr. Ervan Johan Wicaksana, S.Pd., M.Pd., M.Pd.I., CIT.</b>     He is a faculty member in the Biology Education Study Program, Faculty of Teacher Training and Education, Universitas Jambi. At present, he holds the position of Vice Dean for Finance and General Affairs at the same faculty. His scholarly interests encompass biology education, curriculum and instruction, as well as educational psychology. Email: <a href="mailto:ervan_jw@unja.ac.id">ervan_jw@unja.ac.id</a></p>
	<p><b>Dr. Dra. Upik Yelianti, M.S.</b>     She is a senior faculty member in the Biology Education Study Program, Faculty of Teacher Training and Education, Universitas Jambi. Her expertise lies in biology education and plant physiology, with a particular research focus on instructional media development and the exploration of local plant resources as learning materials in biology. Email: <a href="mailto:upikyelianti@ymail.com">upikyelianti@ymail.com</a></p>