

## The Influence of Peer Social Support, Self-Adjustment, And Self-Efficacy in Procrastination Among Tahfidz Qur'an Boarding School Students

*Rahmatul Jannah<sup>1</sup>, Yuzarion Yuzarion<sup>2</sup>*

<sup>1</sup> Magister Psikologi Universitas Ahmad Dahlan, Yogyakarta, Indonesia

<sup>2</sup> Magister Psikologi Universitas Ahmad Dahlan, Yogyakarta, Indonesia

Correspondence: [jannahrahmatul@gmail.com](mailto:jannahrahmatul@gmail.com)

**Abstract.** Students of Tahfidz Qur'an boarding schools come from diverse social and cultural backgrounds and often face challenges in adapting to the disciplined learning environment. Limited peer social support, poor self-adjustment, and low self-efficacy can increase tendencies toward academic procrastination. This study aims to analyze the influence of peer social support, self-adjustment, and self-efficacy on procrastination among Tahfidz Qur'an students. Employing a quantitative survey design, data were collected from 66 students using standardized psychological scales measuring peer social support, self-adjustment, self-efficacy, and procrastination. The data were analyzed through multiple linear regression using SPSS version 22. The results indicate that the three independent variables collectively have a significant effect on procrastination behavior ( $F = 5.753$ ;  $p = 0.002$ ,  $p < 0.01$ ). Further analysis shows that peer social support ( $r = -0.447$ ;  $p = 0.000$ ), self-adjustment ( $r = -0.377$ ;  $p = 0.001$ ), and self-efficacy ( $r = -0.256$ ;  $p = 0.018$ ) each significantly contribute to explaining procrastination. Peer social support contributes most effectively (8.9%), followed by self-adjustment and self-efficacy (1.2% each). The findings highlight the importance of strengthening psychosocial and personal aspects in reducing procrastination and fostering productivity among students in Islamic educational settings, particularly in the digital era where distractions and self-management challenges are increasingly prevalent.

**Keywords:** peer social support; self-adjustment; self-efficacy; procrastination; Tahfidz Qur'an students

### 1. Introduction

Procrastination refers to the behavior of delaying or avoiding task completion, which can negatively impact academic achievement and personal development (Steel, 2007). This phenomenon is highly prevalent among adolescents and students, with reported rates reaching up to 70% across various academic populations (Sirois, Yang, & van Eerde, 2019). In the context of Islamic boarding schools, particularly Qur'an Tahfidz institutions, procrastination may hinder the memorization process of the Qur'an, which requires high levels of discipline, consistency, and strong religious commitment (Sa'dulloh, 2008). Students, typically aged 13-18 years, face complex challenges related

to identity formation and self-adjustment, which can trigger tendencies to postpone tasks (Santrock, 2016; Hurlock, 2011).

Beyond psychosocial challenges, the digital era has introduced additional influences on students' behavior. Easy access to social media, gadgets, and digital technology can act as distractions, increasing both procrastination tendencies and psychological stress. Consequently, interventions emphasizing social support, self-efficacy enhancement, and self-adjustment strategies are crucial to maintain mental well-being and support students' religious success in memorizing the Qur'an (Sarafino & Smith, 2014; Framita et al., 2025).

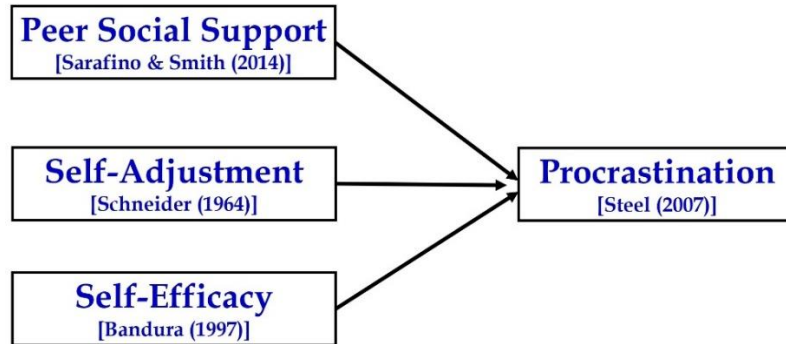
Students come from diverse cultural and environmental backgrounds, necessitating adaptation to the boarding school lifestyle, which demands independence, discipline, and social engagement. Poor self-adjustment and lack of peer support heighten the risk of procrastination (Zakiah, Miftahuddin, & Wahyuni, 2010). Conversely, self-efficacy defined as an individual's belief in their ability to complete tasks plays a pivotal role in reducing academic procrastination (Bandura, 1997; Abd-Elmotalieb & Saha, 2013).

Peer social support serves as a primary source of emotional, instrumental, and informational assistance for adolescents, significantly influencing academic behavior and mental well-being (Cobb & Wills, 1985; Steel, 2007; Amhar et al., 2023). Self-adjustment refers to an individual's capacity to manage stress and adapt to new environments, which is particularly important for new students entering the boarding school education system (Moritsugu, Shimizu, & Kato, 2016). Meanwhile, self-efficacy represents internal confidence in one's ability to accomplish academic and religious tasks, and it has been shown to reduce procrastination while enhancing student performance (Bandura, 1997; Framita et al., 2025).

Academic procrastination is characterized by a discrepancy between intention and action, distorted time perception, emotional pressure, and low self-perceived competence (Steel, 2007). Psychological factors such as peer social support, self-adjustment, and self-efficacy are believed to explain variations in procrastination behavior among students in Islamic boarding schools. Previous studies have extensively investigated procrastination among university students and general student populations (Steel, 2007; Ferrari, O'Callaghan, & Newbegin, 1995), yet research integrating these three variables within the context of Qur'an Tahfidz boarding school students remains limited.

Considering the religious context and challenges posed by the digital era, this study aims to examine the influence of peer social support, self-adjustment, and self-efficacy on academic procrastination among students in Qur'an Tahfidz boarding schools. Specifically, the study seeks to analyze the effects of these three psychological factors on the level of academic procrastination in this unique student population. Based on the theoretical foundation and research objectives, the major hypothesis posits that peer social support, self-adjustment, and self-efficacy significantly affect academic procrastination. Minor hypotheses suggest that each independent variable exerts a negative influence. First, peer social support is hypothesized to negatively predict procrastination. Second, self-adjustment is expected to have a negative effect on procrastination. Third, self-efficacy is proposed to negatively influence procrastination.

Additionally, a major hypothesis asserts that the three variables collectively exert a significant simultaneous effect on students' procrastination. The study's conceptual framework is illustrated in Figure 1.



**Figure 1. Conceptual framework of the influence of peer social support, self-adjustment, and self-efficacy on procrastination.**

This diagram illustrates the interaction among peer social support, self-adjustment, and self-efficacy in shaping academic procrastination behavior among boarding school students.

## 2. Method

### 2.1 Research Design

This study employed a quantitative approach using a descriptive-analytic survey design to systematically and objectively examine the relationships among variables (Creswell & Creswell, 2018). This design was selected because it enables the identification of patterns, relationships, and the influence of psychological factors on academic procrastination in a measurable manner.

### 2.2 Participants

The study was conducted over a three-month period at a Qur'an Tahfidz boarding school in Jambi. The population consisted of all active students enrolled in the school, totaling 386 individuals. From this population, 66 students were selected as a sample using purposive sampling, based on relevant inclusion criteria to ensure representative and valid data (Etikan et al., 2016). Sample selection considered students' willingness to participate, their ability to comprehend the instruments, and their active engagement in the Qur'an memorization program.

### 2.3 Instruments

Data were collected using four-point Likert scales (1 = Strongly Disagree, 4 = Strongly Agree) that had been validated by experts in psychometrics and education: Academic Procrastination - 21 items, developed based on Steel (2007), measuring tendencies to delay academic tasks. Peer Social Support - 19 items, adapted from Sarafino & Smith (2014), assessing emotional, instrumental, esteem, and informational support from peers. Self-Adjustment - 27 items, based on Schneider (1964), evaluating the individual's capacity to adapt to new environments and manage psychological stress. Self-Efficacy - 19 items, based on Bandura (1997), measuring an individual's

confidence in effectively completing academic tasks. All scales demonstrated good internal consistency, with Cronbach's alpha values exceeding 0.80 (Azwar, 2014; Azwar, 2015).

## 2.4 Procedure

Data collection began with obtaining official permission from the boarding school administration, followed by an explanation of the research objectives and assurances of confidentiality to participants. The instruments were completed independently by the students under the supervision of the researchers to ensure accuracy and authenticity of responses. All procedures adhered to ethical standards in psychological research, prioritizing participants' comfort and safety.

## 2.5 Data Analysis

Data were analyzed using SPSS version 22.0. Preliminary analyses included assumption testing, such as: Kolmogorov-Smirnov test for normality to ensure data were normally distributed ( $p > 0.05$ ). Linearity test to evaluate linear relationships among variables, with criteria of linearity significance  $< 0.05$  and deviation from linearity  $> 0.05$ . Multicollinearity test to confirm the absence of excessive correlations among independent variables by examining Variance Inflation Factor (VIF), tolerance, and Condition Index values (Hair et al., 2019; Field, 2018).

Subsequently, multiple regression analysis was conducted to statistically examine the simultaneous effects of independent variables (peer social support, self-adjustment, and self-efficacy) on the dependent variable (academic procrastination) (Creswell & Creswell, 2018). This analysis allowed for identification of the individual contributions of each factor as well as potential interactions among variables within the context of a Qur'an Tahfidz boarding school.

## 3. Results and Discussion

### 3.1 Descriptive Statistics

Descriptive statistical analysis was conducted to provide an overview of the characteristics of the research variables, namely academic procrastination, peer social support, self-adjustment, and self-efficacy, among 67 second-grade students at MTs in Pondok Pesantren Tahfidz Al-Qur'an Ma'had Al Mubarak Al-Islami, Jambi. Each variable was measured using a four-point Likert scale, with a different number of items for each: procrastination (21 items), peer social support (20 items), self-adjustment (27 items), and self-efficacy (19 items) (Steel, 2007; Sarafino & Smith, 2014; Schneider, 1964; Bandura, 1997).

The descriptive results are presented in Table 1. The mean score for academic procrastination was 49.45 (SD = 9.2), indicating a moderate level of procrastination among participants. Peer social support had a mean of 65.21 (SD = 8.6), reflecting a relatively high level of social support. Self-adjustment and self-efficacy scores averaged 77.78 (SD = 10.6) and 52.54 (SD = 8.8), respectively, suggesting moderate to high levels of adjustment and self-efficacy. These findings are consistent with previous studies, which indicate that social support and self-efficacy play a significant role in reducing procrastination behavior (Steel, 2007; Bandura, 1997).

**Table 1. Descriptive Statistics of Research Variables**

Variable	Theoretical Range	Theoretical Mean	Theoretical SD	Min Empirical	Max Empirical	Mean Empirical	SD Empirical
Procrastination	21 - 84	52.5	10.5	25	70	49.45	9.2
Peer Social Support	20 - 80	50	10	37	79	65.21	8.6
Self-Adjustment	27 - 108	67.5	13.5	51	108	77.78	10.6
Self-Efficacy	19 - 76	47.5	9.5	36	76	52.54	8.8

### 3.2 Assumption Testing

#### Normality

The normality of the data was assessed using the Kolmogorov-Smirnov test, which indicated that all variables were normally distributed ( $p > 0.05$ ), allowing the use of parametric analyses (Field, 2018). The results are presented in Table 2.

**Table 2. Normality Test Results**

Variable	Z Kolmogorov-Smirnov	p-value	Conclusion
Procrastination	0.116	0.292	Normal
Peer Social Support	0.105	0.416	Normal
Self-Adjustment	0.107	0.395	Normal
Self-Efficacy	0.113	0.322	Normal

#### Linearity

The linearity test indicated that the relationships between each predictor variable and academic procrastination were linear ( $p > 0.05$ ), satisfying the assumptions for multiple regression analysis (Hair et al., 2019). The results of the linearity test are presented in Table 3.

**Table 3. Linearity Test Results**

Predictor Variable	F-value	p-value	Conclusion
Peer Social Support	1.109	0.378	Linear
Self-Adjustment	1.221	0.287	Linear
Self-Efficacy	0.831	0.694	Linear

#### Multicollinearity

The multicollinearity test indicated the absence of excessive correlations among the independent variables, with tolerance values greater than 0.10 and VIF values below 10, confirming that multicollinearity was not a concern (Field, 2018). The results of the multicollinearity test are presented in Table 4.

**Table 4. Multicollinearity Test Results**

Predictor Variable	Tolerance	VIF	Conclusion
Peer Social Support	0.316	3.164	No multicollinearity
Self-Adjustment	0.111	9.003	No multicollinearity

Self-Efficacy                      0.191                      5.231                      No multicollinearity

### 3.3 Inferential Analysis

Multiple regression analysis indicated that, simultaneously, peer social support, self-adjustment, and self-efficacy had a significant effect on academic procrastination,  $F(3, 63) = 5.753, p = 0.002$ . The model accounted for 21.5% of the variance in academic procrastination ( $R^2 = 0.215$ ).

The contribution of each independent variable is presented in Table 5. Peer social support exhibited a strong negative correlation with procrastination ( $r = -0.447, p < 0.001$ ), with an effective contribution of 19.98%. Self-adjustment also demonstrated a significant negative effect ( $r = -0.377, p = 0.001$ ) with a contribution of 3.24%, while self-efficacy showed a significant negative effect on procrastination ( $r = -0.256, p = 0.018$ ) with a contribution of 4.76%.

**Table 5. Regression Coefficients and Effective Contribution**

Predictor Variable	Beta	Zero-order Correlation	p-value	Effective Contribution (%)
Peer Social Support	-0.447	-0.447	0.000	19.98
Self-Adjustment	0.086	-0.377	0.001	3.24
Self-Efficacy	0.186	-0.256	0.018	4.76

These findings reinforce the understanding that peer social support, self-adjustment, and self-efficacy are critical factors that significantly contribute to reducing the tendency for academic procrastination among Tahfidz Al-Qur'an students. Overall, higher levels of social support, self-adjustment, and self-efficacy are associated with lower tendencies to delay academic tasks. This result aligns with self-efficacy and social support theories (Bandura, 1997; Sarafino & Smith, 2014; Steel, 2007).

### 3.2 Discussion

The results of this study indicate that peer social support, self-adjustment, and self-efficacy simultaneously exert a significant influence on the level of academic procrastination among Tahfidz Qur'an students, with the regression model accounting for 21.5% of the variance in this behavior. These findings underscore the critical role of both internal and external psychosocial factors in mitigating task-delay behaviors (Rusmono, 2023; Hartati et al., 2022; Utami & Duryati, 2023). Higher levels of peer social support, self-adjustment, and self-efficacy were associated with lower tendencies to engage in academic procrastination.

Peer social support exhibited a strong negative correlation with procrastination ( $r = -0.447; p < 0.001$ ), suggesting that positive social interactions help students manage emotional distress, which often underlies task avoidance (Steel, 2007; Sarafino & Smith, 2014). Such support may include emotional support (empathy and care), instrumental support (physical or time-related assistance), and informational support (strategies and guidance), collectively enhancing students' capacity to meet academic demands and reducing the intention-action gap.

Self-adjustment also demonstrated a significant negative relationship with procrastination ( $r = -0.377; p = 0.001$ ), indicating that individuals who effectively adapt

to social and academic demands are less likely to delay tasks (Schneider, 1964; Hasan & Hertinjung, 2024). This adaptive capacity encompasses behavioral regulation, flexibility in facing obstacles, and active engagement in socially supportive environments. Within the Tahfidz context, self-adjustment is additionally linked to spiritual integration and religious discipline, which serve as foundational elements for students' mental health and psychological stability (Ardiansyah & Indrawati, 2013).

Self-efficacy was found to have a significant negative effect on procrastination ( $r = -0.256$ ;  $p = 0.018$ ). Individuals with high self-efficacy are more likely to set realistic goals and maintain consistent actions, thereby reducing the intention-action gap that is a primary contributor to procrastination (Bandura, 1997; Steel, 2007; Wahyuningsih et al., 2021). Self-efficacy also supports motivational stability when coping with emotional distress, which is particularly relevant in the digital era, where online distractions and social pressures may exacerbate procrastination risks.

Together, these three psychosocial variables interact synergistically to suppress procrastination: peer social support strengthens emotional and practical resources, self-adjustment enhances adaptive flexibility, and self-efficacy reinforces internal confidence in task completion. These findings align with previous literature emphasizing that academic procrastination is not solely an individual motivational issue but the outcome of complex interactions between psychosocial factors and intrapersonal perceptions (Klassen et al., 2007; Steel, 2007).

In the context of the psychology of religion and mental health in the digital era, interventions within Tahfidz pesantren can leverage the support of religious communities, foster social adaptation skills, and enhance self-efficacy through spiritual guidance and digital motivation. Such strategies not only reduce academic procrastination but also strengthen students' mental health in coping with digital distractions and academic pressures.

Theoretically, this study reinforces the psychosocial model of procrastination by highlighting the role of social interactions and individual internal factors. Practically, the findings underscore the importance of programs that strengthen peer support, train self-adjustment, and develop self-efficacy to enhance learning productivity among Tahfidz students.

Several limitations should be acknowledged. First, the use of questionnaires may introduce response bias. Second, the study focused only on three psychosocial variables, while other relevant factors such as intrinsic motivation, academic stress, and family support were not examined. Third, the cross-sectional design limits the ability to draw causal inferences.

Future research is recommended to employ longitudinal or experimental designs to provide stronger evidence of causality and to develop models incorporating additional variables. Moreover, the use of mixed-method approaches could further enrich contextual understanding of the dynamics of procrastination among Tahfidz students.

## 4. Conclusion

This study demonstrates that peer social support, self-adjustment, and self-efficacy have a significant negative effect on academic procrastination among Tahfidz Qur'an

students. In other words, lower levels of peer support, adaptive ability, and self-efficacy are associated with a higher tendency to postpone academic tasks, whereas improvements in these three variables can reduce procrastinatory behaviors. These findings underscore the critical role of social and psychological factors in managing procrastination and provide a foundation for developing interventions aimed at enhancing social support, adaptive skills, and self-efficacy to improve learning productivity in the pesantren environment. However, this study has several limitations. The use of questionnaires as a data collection instrument may introduce response bias, potentially affecting the validity of the data. Additionally, other variables that might contribute to procrastination, such as intrinsic motivation and family environment, were not included, leaving approximately 78.5% of the variance in procrastination unexplained. Therefore, the results should be interpreted cautiously and cannot be generalized widely. Future research is recommended to incorporate additional variables, such as autonomous motivation, academic stress, and family-related factors, to achieve a more comprehensive understanding of procrastination among Tahfidz students. Employing more diverse methodological approaches, including longitudinal designs and mixed-methods, could further explore the dynamics of procrastination in depth. Moreover, testing the effectiveness of interventions designed to enhance self-efficacy and peer support is highly recommended within the context of Tahfidz Qur'an pesantrens to significantly reduce procrastinatory behaviors.

## Acknowledgment

The authors and team would like to express their gratitude to the Rector of UAD through the Head of the Research and Community Service Institute (LPPM) for supporting the internal UAD research for 2024/2025. The Dean of the Faculty of Psychology and the Head of the Master's Program in Psychology provided recommendations for the research in 2024/2025. We also extend our thanks to the research team members and the participating students for their collaboration.

## References

- Abd-Elmotalieb, M., & Saha, S. K. (2013). The role of academic self-efficacy as a mediator variable between perceived academic climate and academic performance. *International Journal of Research Studies in Education*, 2(3), 61-70. <https://doi.org/10.5861/ijrse.2013.314>
- Ardiansyah, A., & Indrawati, E. S. (2013). Hubungan antara penyesuaian diri dengan prokrastinasi akademik pada santri asrama MTs Pondok Pesantren Pabelan Magelang. *Jurnal Empati*, 2(4), 33-42. <https://doi.org/10.14710/empati.2013.7389>
- Azwar, S. (2014). *Reliabilitas dan validitas*. Pustaka Pelajar.
- Azwar, S. (2015). *Teori dan pengukuran psikologi*. Pustaka Pelajar.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman and Company.

- Burka, J. B., & Yuen, L. M. (2007). *Procrastination: Why you do it, what to do about it now*. Da Capo Press.
- Cobb, S., & Wills, T. A. (1985). Social support and health. *Psychological Bulletin*, 98(2), 310-357. <https://doi.org/10.1037/0033-2909.98.2.310>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Hartati, J., Achadi, W., Syarnubi, S., & Naufa, M. M. (2022). Hubungan prokrastinasi dan dukungan sosial teman sebaya pada mahasiswa Pendidikan Agama Islam FITK UIN Raden Fatah Palembang. *Al-Mada: Jurnal Agama, Sosial, dan Budaya*, 5(4). <https://doi.org/10.31538/almada.v5i4.2889>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Framita, G. S., Salsabila, M. S., & Putra, A. E. (2025). Peran self-efficacy terhadap motivasi menghafal Al-Qur'an pada remaja pesantren. *Tazkir: Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman*, 11(1), 32-43. <https://doi.org/10.24952/tazkir.v11.i1.15302>
- Ferrari, J. R., O'Callaghan, J., & Newbegin, I. (1995). Prevalence of procrastination in the United States, United Kingdom, and Australia: Arousal and avoidance delays among adults. *Journal of Social Behavior and Personality*, 10(4), 665-674.
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). Sage Publications.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Cengage Learning.
- Hurlock, E. B. (2011). *Psikologi perkembangan: Suatu pendekatan sepanjang rentang kehidupan* (Terjemahan). Erlangga.
- Klassen, R., Krawchuk, L., & Rajani, S. (2007). Academic procrastination of undergraduates: Low self-efficacy to self-regulate predicts higher procrastination. *Contemporary Educational Psychology*, 32(4), 364-383.
- Fattah, N. A., Sadijah, N. A., & Minarsih, Y. (2025). Pengaruh efikasi diri terhadap prokrastinasi akademik mahasiswa bekerja di Fakultas Psikologi Universitas Buana Perjuangan Karawang. *Reslaj: Religion Education Social Laa Roiba Journal*, 7(1), 372-382. <https://doi.org/10.47467/reslaj.v7i1.5304>

- Moritsugu, J., Shimizu, Y., & Kato, T. (2016). Adjustment strategies among adolescents in religious boarding schools. *Journal of Adolescence*, 49, 98-107. <https://doi.org/10.1016/j.adolescence.2016.02.008>
- Amhar, A., Azari, N. F., Fadilla, N., Amelia, S. R., Nurfianti, N. S., Aurelia, R., Dahut, A. G. L., & Permata, N. M. (2023). Dukungan sosial sebagai determinan kesehatan mental pada remaja dengan keluarga broken home. *Journal of Communication and Social Sciences*, 1(1), 25-36. <https://doi.org/10.61994/jcss.v1i1.135>
- Hasan, F. R., & Hertinjung, W. S. (2024). Penyesuaian diri santri ditinjau dari keterampilan sosial dan usia. *Guidena: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling*, 14(1), 199-206. <https://doi.org/10.24127/gdn.v14i1.8537>
- Rusmono, D. O. (2023). Keterkaitan antara dukungan teman sebaya dan manajemen waktu dengan prokrastinasi mahasiswa Fakultas Psikologi Universitas Selamat Sri dalam menyelesaikan tugas ujian akhir semester. *Jurnal Empati*, 12(1), 83-93. <https://doi.org/10.14710/empati.2023.37741>
- Sa'dulloh, U. (2008). *Strategi menghafal Al-Qur'an*. Surabaya: UIN Sunan Ampel Press.
- Santrock, J. W. (2016). *Adolescence* (16th ed.). McGraw-Hill Education.
- Sarafino, E. P., & Smith, T. W. (2014). *Health psychology: Biopsychosocial interactions* (8th ed.). John Wiley & Sons.
- Utami, P. W., & Duryati, D. (2023). Hubungan antara dukungan sosial dengan prokrastinasi akademik pada mahasiswa. *Jurnal Pendidikan Tambusai*, 7(1), 2345-2353. <https://doi.org/10.31004/jptam.v7i1.5563>
- Schneider, B. (1964). The psychologist as diagnostician: Some theoretical problems in the study of person-environment interaction. *Personnel Psychology*, 17(2), 245-257. <https://doi.org/10.1111/j.1744-6570.1964.tb00060.x>
- Schneider, B. H. (1964). *Adjustment and personality development*. New York: Holt, Rinehart & Winston.
- Sirois, F. M., Yang, S., & van Eerde, W. (2019). Procrastination, stress, and chronic health conditions: A temporal perspective. *Journal of Behavioral Medicine*, 42(1), 56-69. <https://doi.org/10.1007/s10865-018-9934-7>
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133(1), 65-94. <https://doi.org/10.1037/0033-2909.133.1.65>

- Wahyuningsih, S., Prasetyo, A., & Lestari, R. (2021). Efikasi diri dan strategi belajar pada mahasiswa prokrastinator. *Sistema: Jurnal Pendidikan*, 2(1), 39-45. <https://jurnal.fkip-uwgm.ac.id/index.php/sjp>
- Zakiyah, N., Nuzulia, F., & Setyawan, I. (2012). Hubungan antara penyesuaian diri dengan prokrastinasi akademik siswa sekolah berasrama SMP N 3 Peterongan Jombang. *Jurnal Psikologi*, 8(2), 156-167. <https://doi.org/10.14710/jpu.8.2.156-167>