



The Influence of Self-Efficacy and Self-Control on Academic Procrastination at North Jakarta State Vocational Schools

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ABSTRACT

Academic procrastination is influenced by factors such as students' self-efficacy and self-control. This study aims to find out the impact of students' self-efficacy and self-control toward academic procrastination. To answer the research objectives, quantitative research with a survey method was applied. The data were collected through questionnaire focused on three variables; self-efficacy, self-control, and academic procrastination. The participants in this study were 105 from two vocational high schools in Jakarta. The data were analyzed by using four kinds of analysis; requirement test, regression equation, hypothesis test, multiple correlations, and coefficient of determination. The results revealed the participants had high scores in academic procrastination with an average score of 57, low self-efficacy with an average score of 94, and low self-control with an average score of 99. Furthermore, the data showed there were negative and significant impacts of both self-efficacy and self-control toward academic procrastination. It implies that the better self-efficacy and self-control of students, the less likely they will procrastinate and vice versa.

Keywords: Academic Procrastination, Self-Efficacy, Self-Control, Vocational High School

INTRODUCTION

Education is something that is very often discussed in Indonesia, especially in the era of the 4.0 revolution as it is today, because education is an important aspect that is required in the 4.0 revolution. The progress of a country can be seen from the quality of education in that country. With education a person will gain cognitive, psychomotor, and affective knowledge, where the education obtained will be a reflection of himself. Until now, education is still a complicated issue for the government.

The quality of education in Indonesia is still relatively low compared to other countries. This is evidenced by data from US News which gives a list The 2020 Best Countries for Education, where Indonesia occupies the 55th position. Indonesia's position is far below its neighboring country, namely Singapore. Based on the data above, the low level of education in Indonesia is due to the fact that many people are not aware of the importance of education. This is due to the high cost of education and low facilities and infrastructure, such as buildings that are not suitable for use, inadequate learning resources, and a lack of classrooms, resulting in low student achievement resulting in low quality of education in Indonesia. According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, it is explained that national education functions to develop capabilities and form dignified national character and civilization in the context of educating the life of the nation, aiming at developing the potential of students to become human beings who believe and fear God Almighty, has a noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen.

One of the indicators that should be done in order to support student achievement is studying every day or repeating the lessons he has received. This action is an action that is quite effective so that students can receive lessons well. Teachers can stimulate students to be able to repeat lessons that have been received by giving assignments as practice material after the lesson takes place. Assignment is something that students must do both at the elementary and high school levels. With the assignments given by educators, students can hone the knowledge they have received. In addition, the task also aims to determine the extent of understanding that students get. Assignments are not a burden for students because assignments are an embodiment of what has been learned before. This is a problem that is quite difficult for educators because educators are required to make assignments that can develop students' creativity.

In 2017 it was found that as many as 50.41% of students did not directly carry out assignments given by educators on the grounds that they preferred to do other activities or other assignments. And even 95.86% of students had done the assignment just before being collected. Most students reasoned that the assignments given were difficult to understand and forgot to do the assignments (Atrini, 2018).

Students who procrastinate are basically because they are not disciplined with time. According to mustakim in (Nafeesa, 2018) the factors that influence students in delaying assignments are personality factors. This personality factor will determine whether he will delay or not. Apart from that, another factor is social support, this one factor is an external factor. Students who procrastinate need verbal or non-verbal advice so that they can be motivated to do the task and not procrastinate.

In the current distance learning era, more and more students are lazy to do assignments, put them off or even don't do them. According to the teacher, many students do not fulfill their obligations as students. When asked about their duties they will reveal various reasons (AyoBandung.com, 2020).

Based on the news above that online learning has a negative impact due to the lack of supervision from the teacher. This results in higher procrastination carried out by students. Various reasons are made so that students can delay doing the assignments given. Distance learning (*Pembelajaran Jarak Jauh / PJJ*) is learning using a medium that allows teachers and students to meet. In PJJ between teachers and students do not meet face to face or interact directly. The media used during the current PJJ era is usually called e-learning.

There are various reasons behind the behavior of academic procrastination in students, one of which is group solidarity. If in a group there are students who do procrastination, then other students feel they have to do it too. They do it because they feel that in a group, they have to do what is expected in that group (Anam, 2017). Students usually do this for fear of being shunned by their peers. Those who used to be diligent in carrying out their duties became lazy and procrastinated. This is because students will spend more time with their peers at school and make them afraid of being shunned and prefer procrastination under the pretext of solidarity between groups.

Broadly speaking, there are three types of procrastinators, namely the arousal, avoider, and decisional types. Arousal means the person working on a task waits until the last minute to panic. Avoiders are people who put off tasks because they may avoid or even fear success. And finally, Decisional, which means he cannot make decisions and run away from his responsibilities. (Kompas.com, 2008)

Most of the students who procrastinate fall into the arousal type. Because they think there is still tomorrow to do the task that he finally didn't realize would cause panic for himself. Even if he did it today, he would be free from panic.

Every educator should need to examine the factors that cause students to often procrastinate or delay assignments. If this is allowed, it will cause students to experience emotional disturbances, such as stress and anxiety. According to (Triyono, Rifai, and Muh. Ekhsan, 2019) that internal factors that can influence procrastination are self-efficacy, self-esteem, self-control, and others. One of the reasons why many students procrastinate is low self-efficacy. Self-efficacy (Nyoto et al., 2021; Renaldo et al., 2020) is the belief from within the student that he can do the tasks given by the teacher. Self-efficacy is often considered a feeling that students have to succeed in doing assignments.

Efficacy that exists within students can measure and estimate the effort that must be made by students in carrying out tasks given by the teacher. Students with low self-efficacy tend not to do the task optimally so that the results obtained are not optimal either. Sometimes students with low self-efficacy will avoid tasks they find challenging or avoid subjects they find difficult. Fear comes within them because they don't want the outcome to be bad.

In social life, adolescents who do not have high self-efficacy often become passive, feel shy, withdraw from association, and do not dare to display creativity, and lack initiative. To develop it, they must be able to add experience both in the old environment and in the new environment. Relationships between individuals are considered to be able to increase self-confidence and abilities that exist within them.

The results of the study revealed that self-efficacy is a predictor in determining academic procrastination. Self-efficacy determines how much effort a person has in carrying out his activities. How long can they survive in the face of difficulties and how flexible can they face something that is contrary to their beliefs (Khotimah, Radjah, & Handarini, 2016)

The majority of students find it difficult to do the assignments given by the teacher. According to KPAI, as many as 73.2% of students felt that the assignments given were quite heavy, while 26.8% of students felt the opposite. The forms of assignments that were not liked by students started from assignments in the form of making

videos, answering questions from the teacher, summarizing material, to writing questions contained in textbooks. (Accurate.co.id, 2020)

Based on these data, giving assignments during distance learning is felt to be a burden for students. This is because, students are given assignments from several lessons with different types of assignments within one day. In addition, there are other obstacles that cannot be predicted during distance learning, such as internet connection, limited quotas, and lack of guidance from both teachers and parents which results in low students' ability to do assignments.

Furthermore, another factor that influences academic procrastination is self-esteem. Self-esteem is how an individual perceives himself. This can mean negative or positive depending on the individual's view of himself. A person can view himself negatively due to several things, one of which is being belittled by other people. Conversely, one can also become positive because of it.

Good self-esteem arises from within the student himself. Giving praise will have a positive impact on students and vice versa if students get punishment, it will have a negative impact on student self-esteem. The case occurred with a student in Prabumulih, South Sumatra, who was punished by his teacher for not doing his homework by wiping his face with a floor mop 10 times and doing 100 push-ups. Incidents like this have occurred 2 times in a year. (Sumateranews.co.id, 2019) From this news, students receive humiliation or punishment for themselves which results in a feeling of trauma and embarrassment from within the student. Unnatural punishment occurs because the teacher wants students to get a deterrent effect and do their job. This punishment occurred because previously the teacher had warned him by reprimanding him. But unfortunately, these warnings are still ignored by students.

One of the shameful cultures applied by schools is the shame of cheating. However, most students have not been able to apply it. According to a survey conducted by the conversation as many as 64% of students admit to having cheated on exams, 58% admit to plagiarism, and 95% admit to doing both on exams and homework. (hai.grid.id, 2018)

The culture of cheating has become a routine for students in Indonesia. Students even have their own method of cheating so the teacher doesn't get caught. Students are constantly cheating because the teacher doesn't know about it. In addition, because there are many success stories from people who commit fraud, they motivate them to cheat, so that the culture of cheating is difficult to stop. Unknowingly their self-esteem decreases because of cheating.

Another factor that affects academic procrastination is self-control. Self-control is how a person controls himself so as not to do unwanted things. A good form of self-control in students is being able to do something more important than doing what they enjoy. In this case, there are still many students who do not control themselves properly because they often do things that are not supposed to be done. Currently, distance learning implemented by the government has positive and negative impacts on students. In addition to students, this impact is also felt by parents because it is felt that their children are less focused on learning, because they study at home not at school. Coupled with the characteristics of students who are lazy to learn and like to play. (Suara.com, 2020)

This shows that distance learning is less effective due to low student self-control. Students cannot prioritize things that are important to them during the learning process. Most students steal the opportunity to be able to access other things, namely opening social media, such as WhatsApp, Instagram, Twitter, and many more. In addition, the flexibility of distance learning time causes students to not be disciplined with time.

There are several factors that cause a person to be unable to control himself. These factors come from either the individual (internal) or the environment (external). Internal factors such as the absence of good time management, while external factors such as the influence of other people. The influence of other people, for example, invites them to do activities that are more fun (Nur & Risnawati, 2010).

The inability of students to control themselves has an impact on the behavior of delaying doing assignments. Another reason is due to the lack of skills of students in doing assignments. Every student's behavior basically has causes that can occur due to paying attention and imitating other people around him. The results of research conducted by (Mudalifah & Madhuri, 2019) state that there is a significant influence between self-efficacy and self-control on academic procrastination in completing thesis for economic education students in semester VIII of STKIP PGRI Tulungagung. Furthermore, (Fajarwati, 2015) states that there is a significant relationship between self-control and self-efficacy together with academic procrastination that composes thesis. Then (Clara, Dariyo, & Basaria, 2017) stated that self-efficacy and self-control simultaneously have a significant role in academic procrastination in high school students.

Then, (Sandra & Djalali, 2013) states that self-efficacy alone has a negative relationship to academic procrastination. After that, (Aini & Mahardayani, 2011) said that there is a negative relationship between

individual self-control and student academic procrastination in working on theses. (Susanti & Nurwidawati, 2014) also said that there is a significant relationship between self-control and academic procrastination.

Based on the background and phenomena that have been described, it can be seen that academic procrastination is influenced by several factors. In order for the research to be more focused and considering the limitations of the researcher, the researcher is interested in conducting research on "The Influence of Self-Efficacy and Self-Control on Academic Procrastination of Class X - XII Students of Financial Accounting and Institutions at SMK Negeri 12 Jakarta".

Based on the background of the problems above, the formulation of this research problem is as follows:

1. Is there an influence between self-efficacy on academic procrastination?
2. Is there any influence between self-control and academic procrastination?
3. Is there an influence between self-efficacy and self-control on academic procrastination?

LITERATURE REVIEW

Academic Procrastination

(Nur & Risnawati, 2010) said that academic procrastination is a form of delay that is done consciously and is done repeatedly by doing other things that are not related to assignments. (Alwisol, 2009) argues that academic procrastination is a condition that has a habit of delaying or not immediately doing things related to assignments from school (Yockey & Kralowec, 2015).

Then, (William, 2010) said that Procrastination is an automatic problem habit of putting off an important and timely activity until another time. It's a process that has probable consequences. Which Means Procrastination is a matter of automatic habit of putting off important and timely activities until another time. This process has possible consequences.

Then, (Burka & Lenora, 2008) said the word procrastination comes from the Latin language, which consists of the word *pro* which means "moving forward" and *crastinus* which means "for tomorrow" or when combined becomes *procrastinus* which means to postpone or postpone until today. According to Nur Hidayah and Adi Atmoko (Hidayah & Atmoko, 2014) said that procrastination is a futile act of delaying tasks to the point of causing discomfort, people who delay completing tasks that should be completed, but prefer to spend time chatting with friends.

(Ferarri, 2010) also said the same thing that procrastination is defined as a deliberate delay from the start of completing a task to the point where the subject experiences discomfort. (Solomon and Rothblum, 1984) The reasons for procrastination section were factor-analyzed, and the results showed that two components, accounting for 67% of the variation, were kept. The first factor, "fear of failure," has five items and measures procrastination brought on by the worry that one will fall short of one's own expectations or fail in one's work. The second factor, "aversiveness of tasks," has three items and assesses procrastination primarily brought on by the perception that a task is unpleasant. Even though the PASS has been noted as the most widely utilized indicator of academic laziness.

Based on the above understanding, it can be concluded that academic procrastination is a form of conscious delay in the academic field, procrastinators will delay their assignments until the next day.

Self-Efficacy

(Nur & Risnawati, 2010) argued that self-efficacy is a person's belief about his ability to cope with various situations that arise in it. (Triyono & Ekhsan, 2019) Self-efficacy is an individual's confidence or trust to measure the extent of their abilities, including the potential they have about performing an action and completing the tasks required to achieve their goals (Castro et al., 2020; Chan et al., 2020).

(Santrock, 2014) Self-efficacy is the belief that one can master the situation and produce positive results. Then (Alwisol, 2009) Self-Efficacy is how people behave in certain situations depending on the reciprocity between the environment and cognitive conditions, especially cognitive factors related to his belief that he is able or unable to perform satisfactory actions.

Nur Hidayah and Adi Atmoko stated that academic self-efficacy is the level of one's belief in one's ability to complete academic tasks which include doing homework (PR), making reports and studying in preparation for tests or exams (Hidayah & Atmoko, 2014)

(Zimmerman, 1995) says that self-efficacy involves assessing the ability to carry out activities. Then according to Bandura in (Lenz & Shortridge-Baggett, 2002) says that self-efficacy as a person's assessment of

their own ability to organize and carry out the actions needed to achieve the specified type of performance. This has nothing to do with the skills a person has but rather an assessment of what a person can do with whatever skill he has. Self-efficacy is not a personality trait, but a temporal characteristic that is easily influenced by situations that are closely related to situations and tasks.

(Bandura, 1977) argues that while strong self-efficacy beliefs are built via consistent achievement, the impact of the infrequent setbacks does not diminish them but rather helps build persistence. Failure's impact on self-efficacy beliefs depends on the specific circumstances and pattern of experiences around it.

Based on the above understanding, it can be concluded that self-efficacy is the ability and confidence of an individual to do the task. This belief relates to whether the individual can do it satisfactorily or not.

Self-control

(Nur & Risnawati, 2010) Self-control is an activity to control behavior. Controlling behavior implies, namely considering first before deciding things to act. (Alwisol, 2009) Self-control is how external factors control a person's behavior (Nwagu et al., 2018).

Then, (Chaplin, 2014) stated that self-control is a person's ability to guide himself. Agree with Chaplin, (Gunarsa, 2004) Says that self-control is a person's competence to restrain desires and impulses that are contrary to prevailing social norms.

Then, (Borba, 2008) says that self-control is a moral ability that can temporarily stop dangerous actions. Afterwards, (Muraven, Gagné, & Rosman, 2008) says that performance in terms of self-control may be improved in people with subjective vitality. This subjective vitality is increased in those who feel empowered to take charge of their lives.

From the above understanding it can be concluded that self-control is the individual's ability to restrain or stop actions that are contrary to the norm.

METHODOLOGY

Research Design

This research is quantitative research. Quantitative research is research conducted by collecting data in the form of numbers, or data in the form of words or sentences converted into data in the form of numbers, then processed and analyzed to obtain scientific information (Martono, 2016).

Source of data used in this research is primary data. Primary data was collected directly by researchers using data collection techniques through questionnaires (questionnaires) which will be used for the variables Self-Efficacy (X1), Self-Control (X2) and Academic Procrastination (Y).

Population and Sample

This research was conducted at SMK Negeri 12 Jakarta which is located at Jalan Kebon Bawang XV, Tanjung Priok, North Jakarta. The time for the research was carried out for 2 months, namely from September to October 2020. This is because this time is the right time to carry out research and collect data.

The population in this study were all students of class XI with expertise in Financial Accounting and State Vocational High Schools in the North Jakarta Region. While the reachable population is students of class XI Accounting and Finance at SMK Negeri 12 Jakarta and SMK Negeri 49 Jakarta, totaling 144 students.

Then, the sample in this study were students of grades X, XI, and XII Accounting and Finance at SMK Negeri 12 Jakarta who were randomly selected, totaling 105 students.

Data Analysis Technique

The data analysis technique used in this study is as follows:

1. Test Requirements Analysis
2. Regression Equation Analysis
3. Hypothesis testing
4. Multiple Correlation Analysis
5. Determination Coefficient Test

RESULTS AND DISCUSSION

Data Description

Academic Procrastination

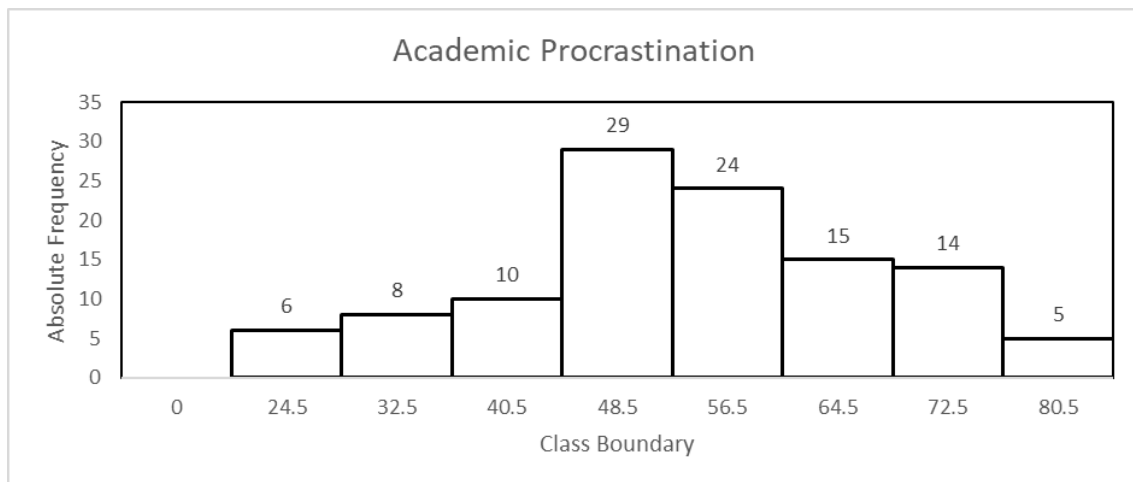


Figure 1. Academic Procrastination

Class XI students at SMK Negeri 12 and SMK Negeri 49 Jakarta have quite high academic procrastination. With an average academic procrastination score of 57.46, there were 34 students who obtained an above average academic procrastination score and 77 students who obtained an academic procrastination score below the average.

Self-Efficacy



Figure 2. Self-Efficacy

Class XI students at SMK Negeri 12 and SMK Negeri 49 Jakarta have fairly low self-efficacy. With an average score of academic procrastination of 94.22, there were 30 students who got self-efficacy scores above the average and 81 students who got efficacy scores below the average.

Self-Control

Siswa kelas XI SMK Negeri 12 dan SMK Negeri 49 Jakarta memiliki kontrol diri yang cukup rendah. Dengan rata-rata skor kontrol diri sebesar 99,16, terdapat 32 siswa yang memperoleh skor efikasi diri di atas rata-rata dan 79 siswa yang memperoleh skor efikasi di bawah rata-rata.

Normality Test

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		111
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	7,59236210

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
Most Extreme Differences	Absolute	0,073
	Positive	0,073
	Negative	-0,066
Test Statistic		0,073
Asymp. Sig. (2-tailed)		.187 ^e

Source: SPSS Processed Data, 2023

Assimp Value. Sig (2-tailed) Unstandardized Residual of 0.187 > 0.05. These results indicate that the data of the three variables in this study, namely Academic Procrastination (Y), Self-Efficacy (X1) and Self-Control (X2) are normally distributed.

Linearity Test

Table 2. Academic Procrastination and Self-Efficacy Interaction

Academic Procrastination * Self-Efficacy	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	17,571,728	40	439.293	7.165	0.000
Linearity	14,833,300	1	14,833.300	241.931	0.000
Deviation from Linearity	2,738,428	39	70.216	1.145	0.306
Within Groups	4,291,839	70	61.312		
Total	21,863,568	110			

Source: SPSS Processed Data, 2023

The significance of the linearity between Self-Efficacy (X1) and Academic Procrastination (Y) is 0.000. It can be said that the assumption of linearity between self-efficacy and academic procrastination is met, because the significance level is <0.05. And the significance of the deviation from linearity of self-efficacy (X1) with learning outcomes (Y) is 0.306. It can be said that the assumption of linearity between self-efficacy and academic procrastination is met, because the significance level is > 0.05. So, it can be concluded that self-efficacy and academic procrastination have a linear relationship.

Table 3. Academic Procrastination and Self Control Interaction

Academic Procrastination * Self Control	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	14,681,737	40	367.043	3.578	0.000
Linearity	9,871,841	1	9,871.841	96.219	0.000
Deviation from Linearity	4,809,896	39	123.331	1.202	0.248
Within Groups	7,181,831	70	102.598		
Total	21,863,568	110			

Source: SPSS Processed Data, 2023

The significance of the linearity between self-control (X2) and academic procrastination (Y) is 0.000. This suggests that the assumption of linearity between self-control and academic procrastination is met, because the significance level is <0.05. And the significance of the deviation from linearity of self-control (X2) with academic procrastination (Y) is 0.248. It can be said that the assumption of linearity between self-control and academic procrastination is fulfilled, because the significance level is > 0.05. So, it can be concluded that self-control and academic procrastination have a linear relationship.

The regression coefficient (b2) is -0.317 meaning that when there is an addition of one value to the self-control variable (X2) it will give a decrease of 0.317 in academic procrastination (Y), a significance value of 0.001 indicates that there is a significant influence of X2 on Y because 0.001 < 0.05. The coefficient is negative, meaning that there is a negative relationship between self-control (X1) and academic procrastination (Y). This shows that the higher the self-control, the lower the academic procrastination.

Multiple Linear Regression Test

Table 4. Multiple Linear Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	157.439	7.068		22.276	0.000
Self-Efficacy	-0.724	0.074	-0.671	-9.811	0.000
Self-control	-0.317	0.093	-0.234	-3.427	0.001

Source: SPSS Processed Data, 2023

The constant value (a) is 157.439 meaning that if the self-efficacy (X1) and self-control (X2) variables are 0, then academic procrastination (Y) has a positive value of 157.439. The regression coefficient (b1) is -0.724 meaning that when there is an addition of one value to the self-efficacy variable (X1) it will give a decrease of 0.724 in academic procrastination (Y), a significance value of 0.000 indicates that there is a significant effect of the X1 variable on Y because $0.000 < 0.05$. The coefficient is negative, meaning that there is a negative relationship between self-efficacy (X1) and academic procrastination (Y). This shows that the higher the self-efficacy, the lower the academic procrastination.

Table 5. ANOVA Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	15,522.732	2	7,761.366	132.195	0.000
Residual	6,340.836	108	58.711		
Total	21,863.568	110			

Source: SPSS Processed Data, 2023

The regression coefficient (b2) is -0.317 meaning that when there is an addition of one value to the self-control variable (X2) it will give a decrease of 0.317 in academic procrastination (Y), a significance value of 0.001 indicates that there is a significant influence of X2 on Y because $0.001 < 0.05$. The coefficient is negative, meaning that there is a negative relationship between self-control (X1) and academic procrastination (Y). This shows that the higher the self-control, the lower the academic procrastination.

Hypothesis Test (Partial Regression Coefficient Test)

The t-count of self-efficacy is -9.811 and the t-table is at 0.05 significant with $df = n - k - 1$ or $111 - 2 - 1 = 108$, so a t table is -1.982. Thus, it can be seen that the t count of self-efficacy is $-9.811 > t$ table -1.982. It can be concluded that the coefficient is significant, meaning that it can be said that partially there is a significant negative effect between self-efficacy and academic procrastination. The results of the elaboration above, it is said that if self-efficacy (X1) is high then academic procrastination (Y) is low.

Hypothesis Test (Simultaneous Coefficient Test)

F count is 132.195, with Ftable values can be found in the F distribution table with a significance level of 0.05 where $df1$ (number of variables - 1 or $3 - 1 = 2$) and $df2$ ($n - k - 1$ or $111 - 2 - 1 = 108$). In this way, a Ftable of 3.08 can be obtained. So, it can be concluded that self-efficacy (X1) and self-control (X2) together have an effect on academic procrastination (Y).

Multiple Correlation Coefficient Test (R)

Table 6. Multiple Correlation Coefficient Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.843	0.710	0.705	7.662	0.710	132.195	2	108	0.000

Source: SPSS Processed Data, 2023

The degree of closeness of the relationship between the independent variable (X) and the dependent variable (Y) with an R value of 0.843. It was concluded that there was a strong correlation between self-efficacy (X1) and self-control (X2) with academic procrastination (Y).

Determination Coefficient Test (R2)

Table 7. Determination Coefficient Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.843	0.710	0.705	7.662

Source: SPSS Processed Data, 2023

The value of R square or R2 is 0.710. So, it can be concluded that the magnitude of the influence of self-efficacy (X1) and self-control (X2) together on academic procrastination (Y) is 71%, while the rest is influenced by other factors not examined in this study.

CONCLUSION

Conclusion

Based on the results and discussion above, it can be concluded that in this study, first, there is a negative and significant effect between self-efficacy and academic procrastination. This means that the higher the student's self-efficacy, the lower the student's academic procrastination will be. Conversely, the lower the student's self-efficacy, the greater the opportunity for students to do academic procrastination. Second, there is a negative and significant effect of self-control on academic procrastination. This means that the higher the student's self-control, the lower the student's academic procrastination will be. Conversely, the lower the student's self-control, the greater the chance for students to do academic procrastination. Third, there is a negative effect of self-efficacy and self-control which simultaneously has a significant effect on academic procrastination. This means that the higher the student's self-efficacy and self-control, the lower the student's academic procrastination will be. Conversely, the lower the student's self-efficacy and self-control, the greater the chance for students to do academic procrastination.

Recommendation

From the results of this study, researchers provide advice to students, teachers and other researchers. Students should have a positive attitude towards all subjects in school. Such as paying attention to the material presented by educators, so that students have the confidence (self-efficacy) to work on the questions given later and not delay them. To teachers, teachers can approach students related to student learning abilities to foster student self-efficacy, guide students so they have the skills to set learning goals, be able to summarize subject matter, control themselves from things that don't need to be done and motivate students not to do academic procrastination. To other researchers who are interested in researching the same topic, it is advisable to conduct deeper research.

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