

Fathimah Azzahra 2

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The Role Of Self-Awareness In The Academic Procrastination Of FPIP Students At Muhammadiyah Sidoarjo University

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Abstract. This research was carried out because of the phenomenon of many students doing academic procrastination. This research aims to find out the role of self-awareness against academic procrastination in FPIP students of Muhammadiyah University Sidoarjo. The method used in this research is quantitative correlation. The data collection technique in this study uses nonprobability sampling with purposive samplings. The population of this study is 4097 students with a sample of 365 students. The data collection technique uses the likert scale, the academic procrastination scale and the self-awareness scale. The data analysis technique uses simple linear regression with the help of JASP 0.16.4.0. Data analysis uses simple regression analysis which shows the result $F = 96.789$ with a significance $< 0,001$. The results reveal that there is an influence of self awareness on academic procrastination of 24.8%.

Keywords – Academic procrastinations; Self-awareness; Student

Abstrak. Penelitian ini dilakukan karena adanya fenomena mahasiswa yang banyak melakukan prokrastinasi akademik. Penelitian ini bertujuan untuk mengetahui peran kesadaran diri terhadap prokrastinasi akademik pada mahasiswa FPIP Universitas Muhammadiyah Sidoarjo. Metode yang digunakan dalam penelitian ini adalah kuantitatif korelasional. Teknik pengumpulan data dalam penelitian ini menggunakan nonprobability sampling dengan teknik purposive sampling. Jumlah populasi pada penelitian ini sebanyak 4097 mahasiswa dengan sampel berjumlah 365 mahasiswa. Teknik pengumpulan data menggunakan jenis skala likert yaitu skala prokrastinasi akademik dan skala kesadaran diri. Teknik analisis data menggunakan regresi linear sederhana dengan bantuan JASP 0.16.4.0. Analisa data menggunakan analisis regresi sederhana yang menunjukkan hasil $F = 96.789$ dengan signifikansi $< 0,001$. Hasil penelitian ini mengungkapkan bahwa terdapat pengaruh dari self awareness terhadap prokrastinasi akademik sebesar 24,8%.

Kata Kunci – Prokrastinasi akademik; Kesadaran diri; Mahasiswa

INTRODUCTION

In this era, education is no strange word for society because education has become the basic necessity of every individual. The higher the education you take, the higher the knowledge you will gain. Education is what determines how a person will be in the future because with education individual talents and skills will be honed. Currently, the benchmark for a person's quality of life is determined by the education that is being or has been taken. According to Abd Rahman BP et al (2022) Education is a conscious effort to create a cultural inheritance from one generation to another. Education is divided into four categories: Early Childhood Education; Primary Education; Secondary education; and Higher Education or College. Individuals will be called students when they enter the level of higher education.

Individuals who are studying at private or state universities are called students. In higher education, students are required to be more independent in academic activities such as completing coursework, completing final assignments, practicums, and other non-academic tasks. Intelligence in thinking, planning before acting, thinking critically, quickly and precisely are traits that students must have (Lastary & Rahayu, 2018).

The large number of academic demands such as coursework means that students must manage their time as efficiently as possible so that they are disciplined in dividing their time between coursework and activities outside of lectures. Therefore students can maximize the time they have well and develop competencies and achieve achievements that will be a provision for them in the future. However, in reality, many students consciously feel lazy and choose to postpone doing their coursework and then spend their time playing games, hanging out and watching movies. Feeling lazy is one of the internal factors that causes delays in work or student academic procrastination (Fauziah, 2016) (Fatimaullah & Jahada, 2019).

Academic procrastination is delaying doing assignments or completing them consciously and there is an element of intention (Reza, 2015). Without realizing it, this behavior has a bad impact on procrastinators, including in the academic field, namely being late in doing assignments, procrastinators not being successful in completing assignments as fully as possible and being late in submitting assignments. Meanwhile, in the psychological field, individuals become stressed with a large pile of tasks so that the individual's health will be disturbed. There are 4 aspects of academic procrastination whose characteristics can be identified, **delays in starting or completing work on the task at hand, delays in carrying out tasks, time gaps between plans and actual performance, doing other enjoyable activities** instead of doing the tasks that must be done (Ghufron & Risnawita, 2017) (Hasanah & Muslimin, 2016).

Based on research Izzati & Nastiti (2022), academic procrastination among FPIP students at Muhammadiyah University of Sidoarjo was 75.5%, which means that students sometimes engage in academic procrastination, while the other 24.5% often engage in academic procrastination. Researchers also reviewed the existing study programs at FPIP, the Psychology Study Program had a relatively high level of academic procrastination at 60.5%. Meanwhile, study programs included in the medium category are, PAUD Study Program (100%), ICT Study Program (97.1%), English Language Education (96%). And PGSD (87.3%). From the results of this research, it turns out that there are still many FPIP students who engage in academic procrastination, especially in completing final assignments.

Academic procrastination occurs due to 2 factors, namely internal factors and external factors. Internal factors are factors that exist within an individual such as physical and psychological conditions. Psychological conditions include: self awareness, locus of control, self-regulation, and self-efficacy. External factors are factors that come from outside the individual, such as environmental influences (Fauziah, 2016).

On internal factors self awareness including psychological condition factors, self awareness Self according to Akbar (2018) is an individual's ability to understand their own emotions correctly and accurately in various situations in a valid and reliable manner. self awareness allows individuals to be able to observe themselves and differentiate themselves from others (Goleman D., 2019). Therefore, a person will be aware of what he has done and said and what he must do in his life (Santrock, 2012). It can be understood that awareness is not only caring or sensitive towards itself but also caring about the environment and other people. In completing academic assignments, students have good behavior self awareness You will think more about the good and bad impacts when you want to postpone a job. Students who have self awareness Well, the individual can understand the emotions he feels and can think critically and understand whatever he is doing. When a student prefers to do his academic work rather than hanging out, playing games and watching films, it can be concluded that he has self awareness which is good because he realizes the impact when he delays his work.

Aspects self awareness including 1) The ability to recognize emotions and their effects or emotional awareness, individuals will feel and know the reasons for their emotions, be aware of the relationship between the emotions they feel and what they think, and know the influence of emotions on a person's performance. 2) Self-recognition ability, the individual knows his own strengths and weaknesses, everything that has happened will make the individual introspect himself and learn from experience in order to develop himself. 3) Have strong self-confidence in your abilities, such as having the courage to express different or unconventional views and being firm and able to make decisions (Goleman D., 2019).

Academic procrastination behavior, if carried out continuously, will disrupt students' productivity in living their lives. The results obtained are failure to complete tasks on time and wasting time to get more optimal results. Therefore behavior self awareness very important for each individual, according to Goleman D (2019) self awareness helps individuals understand, accept and manage potential for future life development. With self-awareness behavior, individuals will better manage their time and will produce maximum performance (Setiawan, 2021). Based on research conducted by Setiawan (2021) regarding relationships self-awareness with academic procrastination students obtained a significant negative relationship between self-awareness with academic procrastination student. Interpreted as higher self-awareness the lower the behavior will be academic procrastination student.

What is different from previous research is that the subjects are different from previous research, namely using FPIP students at Muhammadiyah University of Sidoarjo as subjects. Apart from that, in this research, researchers are more focused on examining whether variable X, namely *self-awareness* influence on variable Y, namely academic procrastination, because previous research only examined the relationship between *self-awareness* with academic procrastination.

Based on the background explanation above, the aim of this research is to find out whether there is a role or influence *self awareness* to wards academic procrastination of FPIP students at Muhammadiyah University of Sidoarjo.

METHODS

1 Research design

Researchers used a research design with a quantitative correlational approach to find whether or not there was an influence between variables. This research design aims to find the influence between self-awareness against academic procrastination. This research uses a simple linear regression analysis technique because the data is on an interval/ratio scale and is used for simple testing, namely looking at the influence of variable X on variable Y (Sulistiyowati & Astuti, 2017).

Population/sample

This research used a population of 4097 FPIP students at Muhammadiyah University of Sidoarjo. The sample in this study included 365 students and pupils counted on the basis of the table krechi morgan with a rating of 5%, of which 11% were prodi English Language Education, 8% prodi Teachers' Education Early Childhood Education, 39% Prodi Primary School Teacher Education, 5% prodi Natural Science Education, 2% prodi Information Technology Education, and 35% for Psychology. Selection of subjects in this research uses a non-probability sampling approach with purposive samplings because members of the population have certain criteria (Sugiyono, 2017). The criteria for respondents in this research were active FPIP students at Muhammadiyah University of Sidoarjo, male and female.

1 Research Instrument

The data collection technique in this research is a psychological scale which is a type of measuring instrument that uses written requirements to obtain information from respondents. To get empirical data from *self awareness* and academic procrastination, researchers used a Likert scale consisting of 4 answer choices, namely SS (Strongly Agree), S (Agree), TS (Disagree), STS (Strongly Disagree) (Taluke, Lakat, and Sembel, 2019). The academic procrastination scale and self-awareness scale use adapted scales that have been compiled by several previous researchers.

Academic Procrastination Scale

Researchers use an adaptation scale *Academic Procrastination among Students at Muhammadiyah University of Malang* developed by Hermawan (2020) to measure academic procrastination, the preparation of which refers to the dimensions of academic procrastination from Ferrari, Johnson, McCown (in Hermawan, 2020), namely procrastination, tardiness, gaps, carrying

out other activities. An example of an item in the procrastination dimension is "I have problems starting to do the coursework given by the lecturer". Example of an item in the lateness dimension "I did my college assignments in the last week of submitting assignments so I was late in submitting assignments." Example of an item in the gap dimension "I did not carry out the activity schedule that I had made on time". Example of an item in the dimension of doing other activities: "I don't have time to do my college assignments because I'm busy taking care of other, more enjoyable activities." The results of the trial showed that there were 7 items that were dropped out of 25 existing items, so the number of valid items was 18 items with the reliability test showing a score Cronbach's Alpha of 0.935.

Self-awareness Scale

Researchers use an adaptation scale *The relationship between self-awareness and academic procrastination in final students* developed by Zalyah (2022) to measure self-awareness, the formulation of which refers to the dimensions of self-awareness, namely emotional awareness, accurate self-assessment, self-confidence. The results of the trial showed that there were 11 items that were dropped from the 22 existing items, so the number of valid items was 11 items with the reliability test showing a score Cronbach's Alpha of 0.896.

Table 1, The Examples of Dimension and Its Expressions

DIMENSIONS	EXAMPLES
Emotional awareness	I am afraid to express my opinion during a presentation because I lack references
Accurate self-assessment	I always think about the advice to spend a lot of time reading books
self-confidence	I can convey something in detail and clearly because I believe in the insight I have

Research procedure

Before filling out the psychological scale, respondents were informed about the aims of this research and asked to fill in honestly according to the respondent's self. Apart from that, researchers also ensure the confidentiality of the information provided by respondents and are required to fill in their identities completely.

Data analysis technique

The data analysis technique in this research uses simple linear regression with the help of JASP 0.16.4.0. The aim of the simple linear regression analysis technique is to find out how big the role is *self awareness* towards *academic procrastination* in FPIP students at Muhammadiyah University of Sidoarjo to fulfill the assumption test before hypothesis testing is carried out.

The researcher would like to thank the FPIP students of Muhammadiyah University of Sidoarjo for the opportunity given to make their students respondents in this research. The hypothesis that can be formulated in this research is H0: There is no effect *self awareness* towards *academic procrastination*, H1: There is an influence *self awareness* against *academic procrastination*.

RESULTS AND DISCUSSION

Results

Table 1. Descriptive statistic test

	Self Awareness	Academic Procrastinations
Valid	365	365
Missing	0	0
Mean	65.729	68.633
Std. Deviation	7.860	4.546
Minimum	48.000	57.000
Maximum	83.000	76.000

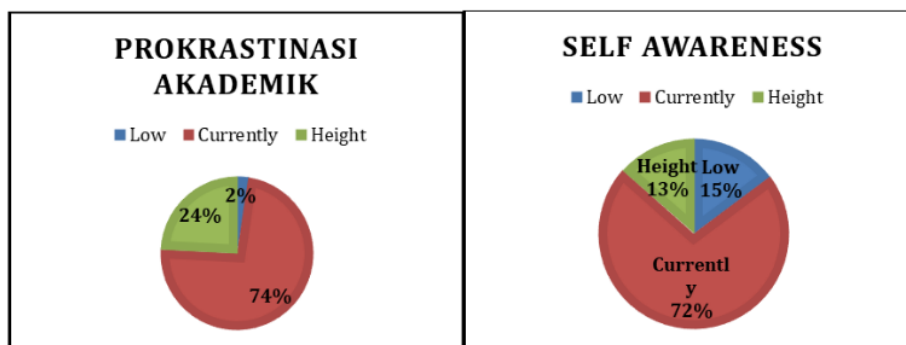
Table 1 shows that the minimum value for self-awareness is 48 and academic procrastination is 57. Meanwhile, the maximum value for self-awareness is 83 and academic procrastination is 76. The mean value for Self Awareness is 65,729 and academic procrastination is 68,633. The standard deviation of Self Awareness is 7,860. Academic Procrastination is 4,546

Table 2. Categorization test

Variable	Category	Vulnerable Score	Frequency	Percentage
SELF AWARENESS	Low	48 - 57	54	15
	Currently	58 - 73	262	72
	Height	74 - 83	49	13
	Amount		365	100
Academic Procrastination	Low	57 - 63	8	2
	Currently	64 - 72	246	74
	Height	73 - 76	81	24
	Amount		335	100

Table 2. it shows that in column self-awareness. There were 54 students (15%) who had low self-awareness, 262 students (72%) had moderate self-awareness and 49 students (13%) had high self-awareness. Thus, it can be concluded that the self-awareness of FPIP students at Muhammadiyah University of Sidoarjo is in the medium category. Meanwhile, the academic procrastination column shows that there are 8 students (2%) who have low academic procrastination, 246 students (74%) have moderate academic procrastination and 81 students (24%) have high academic procrastination. Thus, it can be concluded that the academic procrastination of FPIP students at Muhammadiyah University of Sidoarjo is in the medium category. The distribution of data in each category is presented in figure 1 :

Figure 1. Categorization Charts



In Figure 1. Describing the categorization in this research, the data refers to the categorization norms.

Figure 2. Normality Test

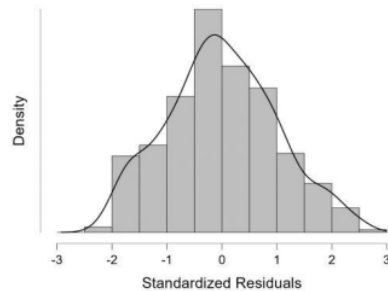
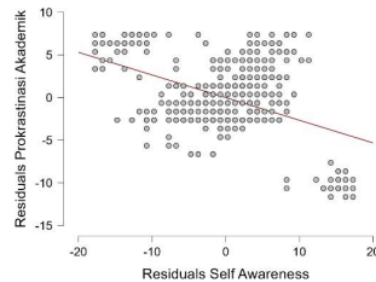


Figure 2 is a histogram graph. A histogram graph is said to be normal if the data distribution forms a bell shape, not skewed to the left or skewed to the right. The histogram graph above forms a bell and does not lean to the right or left therefore the histogram graph is declared normal.

Figure 3. Linearity Test



In Figure 3, it can be seen that the data plot points form an elliptical image (getting closer to a linear line). This shows that there is a linear and positive influence on the self-awareness variable (X) on the academic procrastination variable (Y). This positive impact means that self awareness is increased then student academic procrastination will decrease. Because there is a linear relationship between the self-awareness variable (X) and the academic procrastination variable (Y), one of the required assumptions for the regression model in this research has been fulfilled.

Figure 4. Homoscedasticity Test

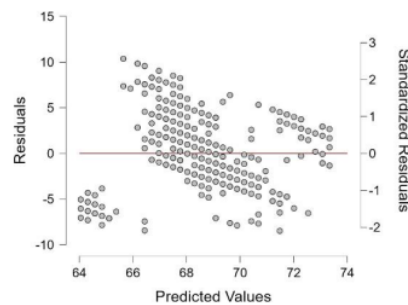


Figure 4's scatter plot output demonstrates how the data points are dispersed above, below, and around the number 0. Points are not just accumulated above or below. There is no wavy pattern formed by the distribution of data points that widens, narrows, and widens again. There is no

pattern in the data point distribution. Therefore, it may be said that there is no heteroscedasticity issue, allowing for the fulfillment of an excellent and perfect regression model.

Table 3. Hypothesis test

ANOVA						
Model		Sum of Squares	df	Mean Square	F	p
H ₁	Regression	1583.606	1	1583.606	96.789	< .001
	Residual	5939.199	363	16.361		
	Total	7522.805	364			

Based on Table 3, it shows that the statistical value – F = 96,789; significance (p) < 0.001. Because the value (p) < 0.05. So H₀ is rejected and H₁ is accepted, thus, there is an influence of self-awareness (variable X) on academic procrastination (variable Y).

Table 4. Hypothesis test

Model Summary – Academic Procrastination

Model	R	R ²	Adjusted R ²	RMSE	Durbin-Watson		
					Autocorrelation	Statistic	p
H ₀	0.000	0.000	0.000	3.772	0.431	1.138	< .001
H ₁	0.498	0.248	0.246	3.276	0.336	1.327	< .001

Table 4 shows that the correlation (R) between the two variables is (0.498). The R² value of 0.248 indicates that self-awareness accounts for 24.8% of the variance in reducing academic procrastination. The Durbin-Watson result showed 1,327

Table 5. Hypothesis test

Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
H ₀	(Intercept)	68.633	0.238		288.429	< .001
H ₁	(Intercept)	86.076	1.786		48.206	< .001
	Self-Awareness	-0.265	0.027	-0.459	-9.838	< .001

In Table 5, the regression equation is $Y = 86.076 + (-0.265)X$. The regression coefficient results are negative, meaning that for every 1% increase in level self-awareness (X), then academic procrastination (Y) will decrease by -0.265. Thus, the research hypothesis states that there is an influence of self-awareness on the academic procrastination behavior of FPIP students at Muhammadiyah University of Sidoarjo, accepted.

Discussions

Based on the results of hypothesis testing carried out using simple regression analysis techniques, the results showed that there was an influence from *self awareness* towards academic procrastination among FPIP students at Muhammadiyah University of Sidoarjo. This significant effect can be seen from F = 96.789 with a significance of <.001. So H₀ is rejected and H₁ is

accepted. Self-awareness contributed 24.8% of the variance in reducing academic procrastination. The regression coefficient results are negative, meaning that for every 1% increase in *self awareness* (X), then academic procrastination (Y) will decrease by -0.265. A negative value on the regression coefficient indicates that it is getting higher *self awareness* students have, the lower the academic procrastination students have. On the contrary, it is getting lower *self awareness* students have, the higher the academic procrastination students have. These results prove that the hypothesis which states there is a negative relationship between *self awareness* towards academic procrastination in FPIP students at Muhammadiyah University of Sidoarjo is acceptable.

The results of this research are in accordance with previous research conducted by Setiawan (2021) in his research, the results showed that self-awareness had an effect on academic procrastination. The relationship is very strong but in the opposite direction, meaning that the higher the self-awareness, the lower the student's academic procrastination. However, in this study the level of academic procrastination was classified as moderate and self-awareness was moderate.

Another research conducted by Aitken (in Rosário et al., 2009), who studied teenagers and found that academic procrastination was at a moderate or moderate level occurred in 25% of respondents. According to Purnama (2014), academic procrastination has a negative impact on quality of life and academic achievement. Apart from that, Andhika Mustika Dharma (2020) stated that academic procrastination is related to students' academic life and is generally experienced by almost 70% of students.

In other research, academic procrastination can be influenced by several factors, including self-awareness (Zakiyyah, 2022). The influence of self-awareness on academic procrastination behavior is classified as moderate due to the influence of other variables that cannot be controlled by researchers, thus influencing research results. Apart from that, the influence of self-regulation on academic procrastination is related to several personality variables. Including failure to self-regulate, low self-esteem, and low self-awareness (Ferrari, 2005 in Andhika Mustika Dharma, 2020). Important results from several other studies show that procrastination is the result of a failure to self-regulate (Nguyen, 2022).

Academic procrastination behavior is influenced by internal and external factors. Internal factors, including self-evaluation, self-efficacy, locus of control, self-regulation, self-awareness and anxiety, are responsible for academic procrastination behavior. Parental parenting style, fatigue, type of assignment, age, gender, school environment, and friend group are external factors that influence academic procrastination (Iskandar, 2023).

Researchers chose academic procrastination as a variable in this research because it was based on the results of interviews with several FPIP students at Muhammadiyah University of Sidoarjo. Based on the results of the interview, it was found that the student had indications of academic procrastination. Indications of academic procrastination found were poor time management, fatigue, laziness, and avoiding tasks.

Researchers then analyzed the reasons or other factors that could influence the high level of academic procrastination behavior among FPIP students at Muhammadiyah University of Sidoarjo, apart from self-awareness factors. Based on the results of a survey regarding the reasons for academic procrastination that has been carried out, apart from laziness, there are other dominant factors that influence the emergence of cheating behavior, namely students not understanding or understanding the material or assignments given by the lecturer. Meanwhile, other non-dominant factors that are the reasons for delaying doing the assignment are because of being tired, fed up, not liking the material or the course and the lecturer who teaches it, wanting to play games, just wanting to postpone it, and influence from friends.

CONCLUSIONS AND SUGGESTIONS

Based on the results of hypothesis testing carried out using simple regression analysis techniques, the results showed that there was an influence from self-awareness towards academic procrastination among FPIP students at Muhammadiyah University of Sidoarjo. This significant effect can be seen from $F = 96.789$ with a significance of $<.001$. So H_0 is rejected and H_1 is

accepted. Self-awareness contributed 24.8% of the variance in reducing academic procrastination. The result of the regression coefficient is marked negative, which means that each addition of 1% self awareness level (X), then academic procrastination (Y) will decrease by -0,265. A negative value on the regression coefficient indicates that it is getting higher self-awareness students have, the lower the academic procrastination students have. On the contrary, it is getting lower self awareness students have, the higher the academic procrastination students have. These results prove that the hypothesis which states there is a negative relationship between self-awareness towards academic procrastination in FPIP students at Muhammadiyah University of Sidoarjo is acceptable.

From the research there are several limitations that cause interference and lack of results in this research. The limitations contained in this research include the first, limited literature on previous research results which researchers still lack. This results in this research having many weaknesses, both in terms of the research results and the analysis. Second, limited time, money and energy meant that this research was less than optimal. Third, the author's knowledge is limited in creating and compiling this article, so the obstacles need to be tested again in the future. Fourth, the limited data used in this research makes the results less than optimal. Fifth, this research is far from perfect, so the next research is expected to be better than the previous one.

For students, it is necessary to increase self-awareness by continuing to learn to develop themselves and always think first before acting so that academic procrastination behavior can decrease.

For universities, it is hoped that they will help students become more aware of their own awareness, by providing coaching or workshops regarding self awareness so that it can minimize academic procrastination among students.

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