



Academic Procrastination in Completing Students' Thesis

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Info Artikel

Diajukan: 11-07-2023

Diterima: 25-07-2023

Diterbitkan: 31-07-2023

Keywords:

Academic;

Procrastination; Thesis

Kata Kunci:

Akademik; Prokrastinasi;

Skripsi

Abstract

A thesis is a final project that must be completed by final-year students to complete their education in college. There are many problems experienced by students when completing their thesis, including the behavior of academic procrastination. Academic procrastination is a delaying behavior to complete academic tasks. This study aims to describe the academic procrastination of students. This study uses a qualitative method with a descriptive approach. The participants in this study were final-year students who had passed 1 year of thesis completion, namely 4 people. The results showed that 4 participants in this study carried out academic procrastination in completing their thesis. This can be seen from the results of interviews and observations made by researchers. Various factors that influence students' procrastination behavior include not being able to delay pleasure, lack of motivation from parents, distrust of self-ability, and participating in peer relationships.

Abstrak

Skripsi merupakan tugas akhir yang harus diselesaikan mahasiswa tingkat akhir untuk menyelesaikan pendidikan di perguruan tinggi. Banyak permasalahan yang dialami mahasiswa saat menyelesaikan skripsi diantaranya perilaku prokrastinasi akademik. Prokrastinasi akademik merupakan perilaku menunda untuk menyelesaikan tugas akademik. Penelitian ini bertujuan untuk menggambarkan prokrastinasi akademik mahasiswa. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Partisipan pada penelitian ini merupakan mahasiswa tingkat akhir yang sudah lewat 1 tahun penyelesaian skripsi yaitu sebanyak 4 orang. Hasil penelitian menunjukkan bahwa 4 partisipan dalam penelitian ini melakukan prokrastinasi akademik dalam penyelesaian skripsinya. Hal ini dapat dilihat dari hasil wawancara dan observasi yang dilakukan peneliti. Berbagai faktor yang mempengaruhi perilaku prokrastinasi mahasiswa diantaranya tidak dapat menunda kesenangan, kurangnya motivasi dari orangtua, tidak percaya atas kemampuan diri, dan ikut dalam pergaulan teman sebaya.



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Introduction

Student is the term for students at the higher education level. In school education students are at the highest level. Students are individuals who are studying at the level of higher education (T. R. K. B. B. Indonesia, 2018). In higher education, students have many tasks, including a thesis.

Students are individuals who are studying at the tertiary level, both public and private universities or institutions at the same level as universities. Students themselves are seen as having a high level of intelligence, intelligence in thinking and planning for action (Sundari & Fauziati, 2021). Students are students at the tertiary level, while according to the Big Indonesian Dictionary (KBBI) students themselves are students who study at tertiary institutions (K. B. B. Indonesia, 2008).

Thesis is an activity written in accordance with the planning, implementation and field findings carried out by students, in other words, the thesis is a research activity carried out by students to complete education at the tertiary level. A word used to refer to a scientific paper in the form of a written description resulting from research by undergraduate students discussing a conflict or reality in a particular field of science by using applicable rules. In Indonesia, thesis means scientific writing which is generally mandatory, designed by students to be one of the conditions for completing their education.

Students are required to write a thesis because it has its own purpose. Students are expected to be able to think logically in describing and resolving a dispute, and to be able to write down what will happen to their minds in the form of a structured and systematic thesis report. because it is not an easy thing to know a battle, do research, analyze, get research results and compile them into report form. not only that, the purpose of writing a thesis is to be a requirement for obtaining a bachelor's degree at every university, be it a state university (PTN) or a private university in Indonesia, the purpose and use of the thesis is to present the consequences of scientific research findings that useful for the development of science and simple interests of state administration and communication (Agustang, 2021) According to (Darmalaksana, 2022) Thesis is a task that must be completed by students who are already at the final level. In general, students start writing theses from semester 7 to semester 8, in other words, universities generally give students 2 semesters to complete their thesis. This is also in accordance with the regulations at the Takengon State Islamic Institute which states that thesis courses have started from the 7th and 8th semesters, starting with proposal seminars, research and *munaqasyah* sessions.

However in reality, many students pass the time limit given by the campus. Many students have not completed their thesis until after semester 8. (Hariyadi et al., 2017)

stated that many undergraduate students in the city of Semarang have not completed their thesis and have passed from semester 8, this is also felt in one of the faculties at UIN Walisongo in Semarang City (Umriana, 2019). Based on the results of observations made by researchers, this can also be seen at IAIN Takengon, the number of students who have not completed their thesis past semester 8.

The phenomenon in this field is of course the main thinking person for a mentor. Students who complete the thesis after the 8th semester have done procrastination. Procrastination is the behavior of procrastinating a job. It is the behavior of suspending a job until a certain time limit and not being able to take advantage of the time (Ramadhan & Winata, 2016). Literally, procrastination means a behavior to hold back a job that should be done. The attitude of procrastination arises because of an unpleasant feeling as well as boredom. In addition to linguistic or literal definitions, procrastination also has its own definition when viewed from a psychological point of view (Ghufron, 2014).

One of the definitions from a psychological point of view is presented (Haycock et al., 1998) which includes and refines the previous definition. Procrastination is defined by being a behavior of delaying work or important activities, without paying attention to the negative consequences that outweigh the positive ones (Hussain & Sultan, 2010). Not only because the delay (N. N. Milgram et al., 1998) concluded from several experts and previous research that the attitude of procrastination is also very closely related to using a combination of delays in doing tasks and discomfort or discomfort due to holding back the work.

Usually in academic, procrastination is called academic procrastination. Academic procrastination is the behavior of delaying doing something in an academic context. Forms of academic procrastination behavior are working on assignments close to collection time, being late returning books to the library and spending time on other things while preparing for exams. Besides that (Day et al., 2000) also revealed that procrastination as an unnecessary behavior that restrains activity even though the person plans to complete an activity. This procrastination is said to be procrastination when it causes emotional discomfort. (N. A. Milgram et al., 1993) states that academic procrastination is a tendency to procrastinate activities that collaborate with learning in an academic environment.

Academic procrastination means useless procrastination, the delay resulted in the work being done not optimally and the task being done only to fulfill the task optimally (Zacks & Hen, 2018). Based on (Steel & Klingsieck, 2016) Academic procrastination refers to behavioral delays and psychological stress which is one of the worst behaviors when one has to consider the magnitude of the relationship procrastination using psychological consequences that are assumed to be emotional discomfort, guilt, depression, anxiety or

stress. Academic procrastination is the behavior of delaying tasks in the academic field such as thesis, final assignments, daily assignments, and other tasks in the academic field (Suriyah & Sia, 2007). Academic procrastination is mostly experienced by final year students. Many factors, of course, affect the occurrence of academic procrastination in students such as the tendency to do what they like, not using time efficiently and others (Kartadinata & Sia, 2008), but of course, each individual has different factors causing procrastination. Many students' don't know the exact meaning of the thesis they are working on, thus increasing the level of student procrastination (Fauziah, 2015). Not only that, time management does not make students procrastinate in working on their thesis (Nisa et al., 2019), lack of self-control Smartphone use is also a negative impact resulting in procrastination (Rambe et al., 2017). Academic procrastination also occurs a lot at IAIN Takengon, there are many students' who have not completed their thesis on time, and of course there are also many factors that cause this procrastination. Interviews conducted by researchers with several study program coordinators at IAIN Takengon stated that many students carry out academic procrastination in working on their thesis, students choose not to work on their thesis with various factors so that these students cannot complete their education on time, but of course each individual has causal factors. different types of procrastination. Therefore, researchers want to look at the factors that cause procrastination in PIAUD IAIN Takengon study program students'.

Methods

This research was conducted at the Takengon State Islamic Institute. The participants in this study were IAIN Takengon students. The sampling technique in this study uses purposive sampling, or a special purpose sample, this sampling technique is used because the researcher has a special purpose for the sample to be studied (Raco, 2018). This study took a sample of students at the Tarbiyah Faculty, PIAUD study program who had not completed their thesis for one year, namely 4 people.

This study uses qualitative research with a descriptive approach. Qualitative research is research that aims to look at phenomena in social life and relate directly between researchers and the phenomena to be studied (Semiawan, 2010). The instrument in this study used observation guidelines and interview guidelines. For collecting the data in this study, the researchers used interviews and observations with a behavior description approach. Interviews and observations with the behavior description approach are approaches that look directly at the habits of the sample during interviews and observations (Subadi, 2006). This means that researchers conduct interviews and observations simultaneously.

The following are semi-structured interview guidelines:

1. Individuals do not believe in their abilities in completing a task
2. Individuals still have fun
3. Individuals perform defense mechanisms (blaming someone to protect themselves from mistakes and anxiety themselves)

Observation guidelines:

1. Attitudes and behavior of respondents during interviews
2. Living environment and friends

This research was conducted for 2 months, from January to February 2022. It was conducted at the IAIN Takengon and as the participants were students who had not completed their thesis for more than 1 year and had not finished until the time the research was conducted. This study uses descriptive data analysis. This data analysis starts from grouping the same data, then interprets all aspects. After that the meaning is interpreted in data analysis from the point of view of the research subject and researcher, then conclusions are drawn (Firman, 2015).

Findings and Discussion

Findings

Respondents in this study were final-year students who had not completed their thesis for a year or more.

Table 1. Respondent Data

| NO | Initials | Age | Gender | Address | Semester |
|----|----------|-----|--------|--------------|----------|
| 1 | PI | 23 | Female | Aceh Tengah | 10 |
| 2 | IA | 25 | Female | Bener Meriah | 13 |
| 3 | LU | 24 | Female | Bener Meriah | 10 |
| 4 | CH | 23 | Female | Aceh Tengah | 12 |

The results of interviews with 4 respondents are as follows:

1. Individuals do not believe in their abilities

PI: stated that he was unable to complete his thesis so that he continued to buy time to complete the thesis. When he wanted to work on his thesis, he felt anxious because he didn't know what to do, and in the end, he kept his thesis silent again.

IA: stated that he was unable to do his thesis. He prefers to get married and then not work on his thesis again. This also makes him lazy to meet the supervisor because he is busy in taking care of the household. For him, if he is married, it is difficult to

divide his time between completing his thesis and taking care of his family so that the thesis is no longer a priority for him.

LU: stated that he was able to finish the thesis but was lazy to start it, because when he returned to the boarding house he went back to sleep and continued other activities such as watching Korean dramas, washing clothes, ironing and others.

CH: stated that he was unable to complete his thesis because he did not like the title of his research so that he did not understand when completing his thesis, even though the title was the title he submitted personally which was then approved by the supervisor. It's just that he was getting bored and reluctant to continue working on his thesis again.

2. Individuals are still doing their fun

PI: stated that he still has difficulty in procrastinating his pleasure. Watching Korean dramas, watching television, hanging out with peers are still priority activities for him. He did this because he felt he needed to refresh after a long time struggling with the thesis. But he does this almost every day so he neglects to do his thesis.

IA: For him, working on a thesis is not a priority after marriage. Because after getting married, doing household chores, taking care of the family and taking care of the children is a very priority thing so that he neglects to complete his script. In addition, when he starts to work on his thesis, he will feel dizzy and don't know where to start.

LU: stated that he could not delay his pleasure. For him watching Korean dramas is a very fun activity for him so that he is able to watch Korean dramas from morning to night before but after that he feels tired again if he rereads his thesis. This activity is repeated every day. He admitted that he did this activity because he was dizzy when he wanted to do his thesis so he preferred to watch Korean dramas, because this was considered fun for him.

CH: stated that he was able to postpone his pleasure but he had no intention of finishing his thesis because he felt unable to complete his thesis because the title, he meant did not suit him, so he felt there was no need to continue his thesis within a certain period of time.

3. Individuals do Defends Mechanism (blaming someone to protect themselves from their mistakes and anxiety)

PI: stated that the supervisor is difficult to find and he is lazy to do guidance with the supervisor. In addition, he is also lazy to read the theory needed to complete his

thesis. He also feels inferior because many of his classmates have started a munaqasyah trial, only 2 of his friends have not yet been in trial.

IA: stated that family was number one for him after marriage, he had to take care of the family, take care of the children, to gardening to help the family economy. Respondents also felt that when they got married, it turned out that the work they were doing at this time, namely gardening, did not need to use a diploma, besides that, they also felt that in educating children and taking care of their family, they did not have to have a bachelor's degree certificate, this made them reluctant to complete their thesis again. Class IA is the only one who has not yet had a Munaqasyah trial, so he is lazy to continue studying again.

LU: stated that the activities he did in postponing his thesis, such as watching Korean dramas and others, were a change of mind so as not to think about his thesis. This is because the lecturer always crosses out and asks for improvements to himself so that he is bored in working on his thesis.

CH: For him, it was him who was wrong in delaying the thesis work. The title he proposed to his supervisor was a title he made himself, but when it was halfway through, namely the proposal seminar, he felt stuck and it was difficult to understand the title he had chosen. For him the title was very difficult to work on so he chose not to work on his thesis for a certain time.

From the results of the interviews, it can be seen that the respondents had difficulties in completing the thesis. Respondents felt unable to complete the thesis due to many things including being unable to delay pleasure, being lazy to start working on the thesis, having other priorities besides the thesis. Respondents also felt that the thesis was not finished because the lecturers were difficult to find and the lecturers always blamed the respondent's thesis. This situation makes respondents reluctant to complete their thesis and prefer to do their own pleasure.

Furthermore, observations were made to the respondents. One point in the observation guide was carried out during the interview, namely at point one, namely the attitude and behavior of the respondent during the interview, then 2 points were carried out outside the interview, namely the neighborhood and friends. Observations outside the interview were conducted by researchers for 6 times in a period of 2 months. This activity is carried out alternately until all respondents have been observed. The following are the results of the observations;

1. Attitudes and Behavior of Respondents during Interviews

PI: when the interview was conducted the respondent just kept looking down, and occasionally to see the researcher's face, this was done by PI because he was afraid and anxious during the interview, he realized that delaying the thesis work was wrong, but he chose not to work on his thesis until a certain time.

IA: when the interview was conducted the respondent looked at the researcher's face and answered each researcher's question loudly and confidently. IA felt that what she did was the right choice, so she answered the researcher's questions without hesitation.

LU: during the interview LU was only able to look down and occasionally look at the researcher's face, this was done because he knew that his job in delaying the thesis was wrong. LU also often massages his right hand using his left hand. Every now and then LU answers the researcher's questions with a trembling tone and there is a sense of fear when answering questions from researchers.

CH: when the interview was conducted the respondent felt guilty about this, he revealed himself and cried because he thought he had wasted his parents' money to pay for tuition, even though it was only for thesis courses. During the interview, CH just looked down and was silent occasionally while wiping his tears.

2. Living Environment

PI: PI is a child whose parents are incomplete. His parents divorced and PI prefers to live with his brother. PI studies daily while working part time in a cafe in Central Aceh. His parents didn't even know that he was in college, so PI's parents never motivated PI ^{about} his thesis. In addition, because he lives with his brother, there is no college, so he is not motivated to work on his thesis.

LA: LA is a married student. LA lives with a husband and two children. LA's daily routine is doing housework and gardening. LA is busy doing homework, making him reluctant to return to working on his stalled thesis. LA parents also live far away from home LA and husband. LA's parents almost never asked how her thesis was going, and neither did her husband. LA almost never finds motivational words about thesis from husband and parents

LU: LU is a student who comes from a village in Benar Merry, so LU lives in a boarding house in central aceh. LU is far from parents which causes parents not to know for sure what is the daily life of this respondent. LU very rarely communicates with parents, even just to ask how is it is also rarely done. Parents almost never even asked about the progress of LU's thesis. In addition, LU's residence (kos) in Central

Aceh is a boarding house where most people are already working so it is easy to get carried away by the situation if a boarding friend invites them to play.

CH: CH is the last of 5 children. CH lives with his parents. CH's parents often ask about CH's thesis, but CH's parents have started to understand if their child doesn't want to finish their thesis, but several times researchers have heard motivational words from CH's parents.

From the observations, it can be seen that the respondents are less motivated in working on the thesis. This can be seen from the lack of motivation of respondents from parents and family. In addition, the environment is also very influential in the completion of the thesis, students who live far away from their parents will be more influenced by their friends, respondents prefer to follow the association of friends who are already working rather than completing their thesis.

The results of observations and interviews showed that the procrastination of students in completing the thesis was influenced by several things including the lack of motivation of students from their parents, not believing in their own abilities, not being able to delay pleasure, having other priorities besides studying, and lack of self-motivation in completing the thesis.

Discussion

Student procrastination in completing thesis has often been found among students, this can be seen from the number of students who do not complete their studies on time, this result is also in line with the findings. (Nanik, 2008) states that students often do procrastination in completing theses, besides that (Aslinawati & Mintarti, 2017) also stated in his findings that final year students often procrastinate.

Procrastination carried out by students in the findings in the field, there are many students who do not feel they are unable to do their thesis, the thesis is considered a big scourge for themselves so that when working on a thesis there is a feeling of laziness and reluctance to do it. (Azwar et al., 2020) also argues that students will feel a high sense of laziness when working on theses, students will feel that theses are difficult to complete because they are unable to find references or guidance, this is also in line with the findings (Roellyana & Listiyandini, 2016) which states that a sense of self-optimism is needed in working on the thesis. They also claim that a sense of self-optimism is needed in working on the thesis.

Students' lack of optimism in completing the thesis will have a negative impact on the completion of the thesis. Lack of optimism makes students look for other pleasures such as watching dramas, going for walks and doing other pleasures so that students enjoy

these pleasures and find it difficult to exercise self-control (Aini & Mahardayani, 2012). Students also think that thesis is no longer the main priority for their education.

In addition, parental support is also very influential in the procrastination of students in completing theses, this is also in accordance with the findings (Pramudhita & Khusnal, 2013) which states that parental support is very influential in the completion of student thesis. Students who live with their parents will be more enthusiastic in completing the thesis, it can be seen from the results of observations made by researchers that students who get parental support are more enthusiastic than students who live far away from their parents.

Students also assume that lecturers have a high factor in procrastination behavior, students consider that in completing thesis lecturers are very difficult to find and often blame students' work so that students feel lazy in completing their thesis, (Widianoro et al., 2019) also argues that the lecturer's social support for students is very influential on the completion of students' thesis.

Basically, students who do procrastination are aware that they are procrastinating, but they continue to do it and deliberately procrastinate until anxiety, inadequacy and guilt arise in them, this is also in accordance with the findings (Wangge, 2021) which states that students who procrastinate in completing their thesis are done intentionally because of the form of a defense mechanism against themselves.

Conclusion

Based on the results of research and discussion, it can be concluded that 4 students who are completing their thesis do academic procrastination. Various factors that cause academic procrastination behavior in students in completing theses include not being able to delay pleasure, lack of motivation from parents, not believing in their abilities, and participating in peer association. This research is only at the stage of looking at the factors that cause students to carry out procrastination behavior in completing their thesis. The researcher hopes that this research will continue to try to reduce student procrastination behavior in completing the thesis.

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