

Time Management as a Key to Preventing Academic Procrastination: A Causal Analysis in High School Students

Nurul Huda¹, Dini Rakhmawati², Chr. Argo Widiharto³

Guidance and Counseling Study Program, Faculty of Education,
Universitas PGRI Semarang, Indonesia¹

Guidance and Counseling Study Program, Faculty of Education,
Universitas PGRI Semarang, Indonesia²

Guidance and Counseling Study Program, Faculty of Education,
Universitas PGRI Semarang, Indonesia³

E-mail: nrl.huda096@gmail.com¹, dinirakhmawati@upgris.ac.id²,
argowidiharto@upgris.ac.id³

Correspondent Author: Dini Rakhmawati, dinirakhmawati@upgris.ac.id

Doi: [10.31316/g-couns.v10i01.8499](https://doi.org/10.31316/g-couns.v10i01.8499)

Abstrack

Academic procrastination often becomes an obstacle that affects student achievement. This study aims to examine the effect of time management on academic procrastination among 11th-grade students at SMA Negeri 3 Demak. Using quantitative regression analysis within a correlational design, this study included all 11th-grade students from 12 classes (n=428) via total sampling. The results showed a strong negative correlation ($r = -0.704$, $p < 0.001$), with the regression equation $Y = 103.887 - 0.911X$ indicating that each one-point increase in time management reduces procrastination by 0.911 points. Time management explains 49.6% of the variance in procrastination ($R^2 = 0.496$). In practice, these findings highlight the importance of equipping students with structured time management skills, which can improve learning outcomes, reduce stress, and prepare them to meet the increasing academic demands at higher levels of education. Given the urgency of academic procrastination as a widespread problem affecting students globally, this study emphasizes the need for schools to implement prevention strategies through guidance and counseling services.

Keywords: time management, academic procrastination, student mental health, continuous learning, quality education

Abstrak

Prokrastinasi akademik seringkali menjadi kendala yang mempengaruhi prestasi siswa. Penelitian ini bertujuan untuk menguji pengaruh manajemen waktu terhadap prokrastinasi akademik pada siswa kelas XI di SMA Negeri 3 Demak. Menggunakan analisis regresi kuantitatif dengan desain korelasional, penelitian ini melibatkan seluruh siswa kelas XI dari 12 kelas yang berjumlah 428 siswa melalui total sampling. Hasil menunjukkan korelasi negatif kuat ($r = -0,704$, $p < 0,001$), dengan persamaan regresi $Y = 103,887 - 0,911X$ yang menunjukkan setiap peningkatan satu poin manajemen waktu menurunkan prokrastinasi sebesar 0,911 poin. Manajemen waktu menjelaskan 49,6% varians prokrastinasi ($R^2 = 0,496$). Secara praktis, hasil penelitian ini menyoroti pentingnya membekali siswa dengan keterampilan manajemen waktu yang terstruktur, yang dapat meningkatkan hasil belajar, mengurangi stres, dan mempersiapkan mereka untuk menghadapi tuntutan akademis yang semakin meningkat di tingkat pendidikan yang lebih tinggi. Mengingat urgensi penundaan akademik sebagai masalah yang meluas yang mempengaruhi siswa secara global, penelitian ini menekankan perlunya sekolah menerapkan strategi pencegahan melalui layanan bimbingan dan konseling.

Kata kunci: manajemen waktu, penundaan akademis, kesehatan mental siswa, pembelajaran berkelanjutan, pendidikan bermutu

Article info

Received August 2025, accepted October 2025, published January 2026



INTRODUCTION

Education is an important component in the development of high-quality human resources, especially in upper secondary education, which is a crucial phase in shaping students' character and learning habits (Saragih & Silalahi, 2022). Moreover, in the modern era, with its many academic demands, the ability to manage time is an important skill for high school students to complete assignments, projects, and exams effectively. However, facts on the ground indicate that many students struggle to complete assignments on time, often leading to academic procrastination (Laia et al., 2022). Global research shows that academic procrastination is a universal phenomenon. Research shows that 75 % of students are habitual procrastinators (Svartdal & Løkke, 2022). Transferring this premise to the educational context, several studies report high rates of procrastination among university students, ranging from 70 % to 90 % among those who postpone academic activities (Goroshit & Hen, 2021), and from 30 % to 50 % among those who procrastinate regularly (Bäulke et al., 2021). A meta-analysis by Steel, (2007), which combined data from 216 studies, explains that procrastination is a problem of motivation and self-control. This occurs because individuals tend to delay unpleasant tasks in favor of instant gratification, which is essentially a failure of self-regulation related to low conscientiousness and high impulsivity.

Furthermore, a meta-analysis conducted by Rofika Rahmawati et al. (2024) of 73 articles with 30,070 student subjects from 10 countries with high HDI reinforced these findings. Although the study focused on university students, the findings on academic procrastination are believed to be relevant to high school students as well, given the similarities in the academic challenges they face. Broadly speaking, the results of this study show that procrastination is low (34 studies), moderate (28 studies), high (8 studies), and very high (3 studies). Countries such as Turkey, the United States, and Indonesia also show significant variations in procrastination levels. This global evidence confirms that procrastination is a serious problem in education, not limited to local contexts such as SMA N 3 Demak.

Therefore, procrastination, the tendency to delay tasks despite knowing the consequences, can reduce productivity, increase stress, and lower academic achievement. Thus, education is a lifelong process (Rukajat & Makbul, 2022). The way students manage their time and study is heavily influenced by it, which in turn determines how well they achieve their academic goals. Despite the known adverse effects, many cases still occur among students, including at SMA N 3 Demak. Procrastination not only reduces productivity, but it can also increase stress and lower learning achievement. Procrastination is strongly correlated with increased stress levels. Studies have shown that procrastination can lead to increased stress, anxiety, and even depression among students. This is because procrastinating tasks often results in rushing at the last minute to meet deadlines, which can be very tiring and strenuous (Goher et al., 2022; Umar et al., 2023).

The relevance of this research is further emphasized by the educational context in Indonesia, particularly in light of the implementation of the Merdeka Curriculum. This curriculum demands autonomy and independent learning skills from students, making time management skills increasingly important for academic success. To strengthen the quality of learning, this curriculum also encourages the application of a deep learning approach. This approach focuses on a comprehensive understanding of concepts, critical thinking skills, and reflective abilities. Through this strategy, students are expected not only to memorize material but also to construct knowledge and apply it meaningfully in real life. Therefore, students who lack adequate time management skills are more prone



to academic delays, which can hinder their ability to meet the demands of independent learning in this modern curriculum.

The psychological burden of procrastination, including emotional disorders such as anxiety and high stress, which can manifest physically and mentally, further exacerbates the problem (Khairun et al., 2023). Academic procrastination has a direct negative impact on students' academic performance. Research shows a moderately negative correlation between procrastination and students' final scores, suggesting that procrastination is associated with poorer academic outcomes (Goher et al., 2022). Procrastination can also act as an intermediate factor between academic stress and performance. While active procrastination can sometimes lead to better performance under pressure, passive procrastination generally results in lower academic outcomes (Qian & Fuqiang, 2018). Lack of confidence, poor time management, and fear of failure are significant contributors to academic procrastination, which, in turn, affects students' ability to perform well academically (Hidayat & Hasim, 2023).

Procrastination is often a common problem in academia that can threaten those who do it. Students often engage in deliberate procrastination to avoid completing essential tasks, especially under academic pressure (Amandari et al., 2025). This habit negatively impacts academic achievement due to a tendency to procrastinate on schoolwork, exam preparation, and completing projects. Various factors, both external and internal, influence academic procrastination in education, especially among adolescents, including high school students. External factors, such as the environment and parenting style, also affect students' procrastination behavior (Husain et al., 2023). In addition, one factor strongly suspected to influence procrastination is students' lack of time management skills (Khotimah et al., 2024). Student time management techniques are an important component that affects procrastination, and if not used correctly, these problems can get worse (Amandari et al., 2025). The process of controlling the time required to complete tasks is known as time management (Bela et al., 2023; Mediastuti et al., 2022). Good time management allows for time control and ensures that productivity, effectiveness, and efficiency are created.

Students who are good at time management usually complete assignments on time and avoid the stress of procrastination. On the other hand, students who are unable to manage their time often get caught up in procrastination habits that hinder their learning and achievement of academic goals (Husainiah et al., 2020). Students can learn more and take greater responsibility for their time by developing an effective time management strategy (Setiawan et al., 2024). One can ensure that time spent on daily activities is more productive and directed toward planned goals by creating an activity schedule, prioritizing themes, and estimating the time for each task. Time management is essential for learning, making it one of the internal components that influence learning (Sofiyanti et al., 2023). Good time management helps people learn and encourages them to learn. This makes them more motivated and not bored with lessons, and improves their learning achievement.

As one of the secondary education institutions in Demak Regency, State Secondary School 3 Demak cannot escape this problem either. According to reports from several teachers, many students tend to postpone schoolwork until the collection deadline. Based on the results of the Student Needs Questionnaire (AKPD) in class X of State Secondary School 3 Demak, it showed that 24 students (2.67%) felt that they could not control their emotions properly, 31 students (3.44%) still often procrastinated schoolwork/homework (3.44%), and 26 students (2.89%) studied if there was a test or exam. This condition



persists through grade XI, raising concerns about the effectiveness of the learning process and students' readiness to face greater academic challenges in the future. Therefore, this study aims to determine the influence of time management on academic procrastination among students at State Secondary School 3 Demak. The results of this study are expected to provide a clearer picture of the importance of time management training as part of character education and strategies to improve the quality of student learning.

METHOD

This study uses a quantitative approach with regression analysis. This quantitative approach was chosen because it aims to determine the influence of time management on students' academic procrastination through numerical measurement and statistical analysis. The use of saturated samples is intended to reduce sample bias and to obtain comprehensive data on all grade XI students. The data collection process is carried out by visiting the school and distributing a questionnaire via Google Forms to all grade XI students at the same time as coordinating with their respective class teachers. This type of study was used to analyze the influence of the time management variable (X) as an independent variable on the academic procrastination variable (Y) as a dependent variable, without manipulation of the independent variable (Raihan et al., 2025).

This study involved all grade XI students and the distribution of a questionnaire via Google Forms at the same time, across 12 classes and 428 students. The selection of grade XI students is based on the theoretical consideration that, at this stage, students already have sufficient academic experience and face a more complex workload than in grade X, making the phenomenon of academic procrastination easier to observe (Chu & Choi, 2005). In addition, grade XI students are in the preparation period for grade XII, which requires mental readiness and good time management skills. Before the main study, 35 randomly selected XI 4 grade students underwent instrument trials. The purpose of this trial is to test the validity and accuracy of the research instrument before it is used on the main sample. To ensure a more representative outcome, all grade XI students (428) were included as respondents in the main study.

The entire population was used as a research sample, without a specific selection or sampling process. As a result, the nonprobability sampling method, also known as saturated sampling, is used (Rachman et al., 2021). The use of saturated samples is intended to reduce sample bias and to obtain comprehensive data on all grade XI students. Therefore, all students from 12 classes, totaling 428 students, were included as the sample in this study. To test the instrument's validity, the researcher used Pearson's product-moment correlation formula. Product-moment correlation is used to determine the strength of the relationship between two variables when the data are interval or ratio (Wu et al., 2024).

The instrument used in this study is a closed-ended Likert-scale questionnaire. The Likert scale is used to measure a person's or a group's attitudes, opinions, and perceptions towards social phenomena (Akerina & Wibowo, 2022). Theories that have been updated by (Aeon & Aguinis, 2017) form the basis for time management instruments, which include four main dimensions, namely time planning, time supervision, environmental structure, and tendency to disorganization. In this instruction, there are 30 items, with 19 validity test results showing that each item has a calculated r-value greater than the r-table (0.361) and excellent reliability with a Cronbach's Alpha value of 0.793. In addition, academic procrastination instruments are based on theories (Steel & Klingsieck, 2016), which were developed in the Academic Procrastination Scale, using a multidimensional



approach that includes aspects of delaying task completion, delaying the start of tasks, poor time management, and emotional disturbances. In this instrument, 30 items were used, with 24 showing a greater calculated r value than the table r (0.740) and excellent reliability (Cronbach's Alpha = 0.874). The trial process is carried out to ensure that the instrument meets the requirements for validity and reliability, so that the data collected in the main study is reliable. After the instrument is declared valid and reliable, the data collection process continues with the primary respondents who have been determined.

RESULTS AND DISCUSSION

The data analysis is carried out using SPSS, including prerequisite tests such as normality and linearity tests to ensure the data are typically distributed and valid for analysis. Then test the hypothesis using Pearson's correlation to assess the strength of the relationship between time management and academic procrastination. This was followed by a simple linear regression to predict the extent to which time management affected procrastination.

Based on descriptive statistics, this study involved 428 grade XI students from State Secondary School 3 Demak as respondents. Table 1 presents the descriptive statistics for both variables.

Table 1.
Descriptive Statistics of Research Variables

Variable	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Statistic
Time Management	428	35.0	76.0	56.703	6.0790	0.405
Academic Procrastination	428	24.0	74.0	52.224	7.8628	-0.648

The time management variable (X) had an average score of 56,703, with a minimum of 35.0 and a maximum of 76.0. Meanwhile, the academic procrastination variable (Y) had an average score of 52.22, ranging from 24.0 to 35.0. Both variables showed a relatively normal distribution, with the mean value being in the middle of the score range, indicating that students had moderate levels of time management and academic procrastination.

Before conducting a hypothesis test, verify the analysis's prerequisites by testing for normality. This test is carried out with the one-sample test. The purpose of the normality test is to determine whether the data used in the study are normally distributed, thereby meeting the basic statistical assumptions required for parametric analysis (Nuryadi et al., 2020).



Table 2.
 Normality Test Results

Variabel		Time Management	Academic Procrastination
N		428	428
Normal Parameters	Mean	56.703	52.224
	Std. Deviation	6.0790	7.8628
	Absolute	.088	.092
Most Extreme Differences	Positive	.088	.061
	Negative	-.056	-.092
Test Statistic		.088	.092
Asymp. Sig. (2-tailed)		<.001	<.001

From these results, the data were not normally distributed ($p < 0.05$), however, with a large sample ($n=428$). Parametric analysis can still be performed based on the Central Limit Theorem. This study still uses parametric analysis because several methodological considerations warrant it. However, the Kolmogorov-Smirnov normality test indicated a deviation from normality ($p < 0.001$). First, the Central Limit Theorem, which states that the distribution of the sample will be close to normal, is met by a large sample size ($n = 428$) (Islam, 2018; Wahyuning, 2021a). Second, the kurtosis and skewness values of the two variables were still below the tolerance limit ($< \pm 2.0$). Third, it has been shown that linear regression analysis can overcome a slight violation of normality assumptions in large samples (Field, 2017). Pearson correlation analysis was conducted to examine the relationship between time management and academic procrastination.

Table 3.
 Correlation Analysis Results

Analysis		Time Management	Academic Procrastination
Time Management	Pearson Correlation	1	-.704**
	Sig. (2-tailed)		<.001
Academic Procrastination	Pearson Correlation	-.704**	1
	Sig. (2-tailed)	<.001	

The results revealed a strong negative correlation between time management and academic procrastination ($r = -0.704$). The minimal significance value ($p < 0.001$) indicates that this relationship is highly significant at the 0.01 level. The negative correlation coefficient indicates that better time management is associated with lower tendencies toward academic procrastination. Based on interpretation guidelines, the correlation strength of 0.704 falls into the strong category (range 0.70-0.89). Thus, time management plays a significant role and is inversely proportional to the level of academic procrastination in students. A simple linear regression analysis was conducted to examine the influence of time management on academic procrastination.



Table 4.
Regression Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of Estimate
1	0.704	0.496	0.496	5.5876

Table 5.
ANOVA Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	13098.423	1	13098.423	419.542	<.001
Residual	13300.044	426	31.221		
Total	26398.467	427			

The simple linear regression analysis yielded a correlation coefficient value (R) of 0.704, indicating a strong relationship between independent and dependent variables. An R-Square (coefficient of determination) of 0.496 indicates that 49.6% of the variation in the academic procrastination variable is explained by time management, while factors outside the model account for the remaining 50.4%. ANOVA results showed an F-count value of 419.542 with a significance level of < 0.001, indicating that the regression model is significant and that time management variables have a substantial influence on academic procrastination. The regression equation obtained was $Y = 103.887 - 0.911X$, indicating that a one-point increase in time management score would decrease the academic procrastination score by 0.911 points.

Time management has a vital role in reducing academic procrastination. Research shows that time management planning in school activities has a significant relationship with student procrastination levels (Valente et al., 2024). Other studies have also confirmed that attitudes toward time and self-control mediate academic procrastination (Anabillah et al., 2022). Several studies have shown a significant negative correlation between time management and academic procrastination. For example, a study involving nursing students found that those with better time management skills showed lower rates of procrastination, as indicated by a Spearman Rho test with $P = 0.000$, suggesting a strong relationship between the two variables (K. Khotimah et al., 2022).

Using simple linear regression analysis, an equation of $Y = 103.887 - 0.911X$ was obtained, suggesting that a 1-point increase in time management score would decrease the academic procrastination score by 0.911 points. With a coefficient of determination (R²) of 0.496, time management accounted for 49.6% of the variation in academic procrastination. These results support the research (Amandari et al., 2025; Munawaroh et al., 2024) that found that time management is one of the main factors predicting academic tardiness. Although the Kolmogorov-Smirnov normality test showed significant results ($p < 0.001$) for both variables, indicating abnormal data distribution, in a large sample ($N = 428$), the normality deviations were acceptable. The visual results of the P-P plot show that the data distribution is quite close to normal (Wahyuning, 2021), So that the parametric analysis used in this study can still be accounted for.

Previous studies have shown a negative relationship between time management and academic procrastination. The findings of this study are in line with these findings. In their meta-analysis, research conducted by Khotimah et al. (2024) and Saputra et al. (2022) found an average correlation of -0.65 between time management and procrastination; This finding is very close to the results of the study (-0.704). These consequences support the external validity of this study's results and suggest that the



relationship between time management and academic procrastination is common and can be observed across a wide range of environments and populations.

Time management plays a vital role in reducing academic procrastination, as evidenced by several studies. Effective time management helps students prioritize assignments, set realistic goals, and maintain a structured schedule, thereby reducing the tendency to procrastinate on academic work. The relationship between time management and academic procrastination is well-documented, with research consistently showing that better time management skills are associated with lower rates of procrastination. This relationship is significant in educational settings, where students often face multiple deadlines and academic pressures. A study conducted at SMP Negeri 2 Jatisrono showed that time management training significantly reduced academic procrastination among students. The training involved 31 students and used pre-test and post-test designs to measure changes in the level of delay. The results showed a significant decrease in delay, with a t-score of 40.83 and a p-value of 0.000, indicating the intervention's effectiveness (Halleyda et al., 2022).

A study involving 506 students from northern Portugal found that time management planning significantly impacted academic procrastination. The study highlights that gender and study hours affect how students manage their time, which in turn influences their procrastination behavior. These findings suggest that tailored time management strategies can help reduce procrastination and promote sustainable education (Valente et al., 2024).

Beyond time management, other factors such as perfectionism, fear of failure, and lack of motivation also contribute to academic procrastination. A study highlights the importance of addressing these psychological factors alongside improving time management skills to combat procrastination effectively (Sudirman et al., 2023). During the COVID-19 pandemic, the shift to online learning has increasingly emphasized the need for effective time management. A study conducted at Putra Indonesia University, YPTK Padang, found a correlation between time management and procrastination, underscoring the role of educators in guiding students to better manage their time (Sefriani et al., 2022).

While time management is an essential factor in reducing academic procrastination, it's not the only determinant. Psychological factors such as perfectionism and fear of failure also play a crucial role in procrastination behavior. Perfectionism is a significant predictor of procrastination, as individuals with high perfectionist tendencies often delay tasks out of fear of not meeting their own high standards. This relationship is well-documented, with research showing that perfectionists are more prone to procrastination because they avoid tasks they fear they can't complete perfectly (Yosopov et al., 2024).

The multidimensional nature of perfectionism includes other self-oriented, socially determined, and other-oriented dimensions, each of which affects procrastination differently. Self-oriented perfectionism has been associated with procrastination through the mediating effects of the fear of failure (Cho & Lee, 2022). Perfectionist worries and automated thoughts are highly correlated with cognitive aspects of procrastination, suggesting that perfectionism's cognitive aspects significantly impact procrastination behavior (Yosopov et al., 2024). Fear of failure is a critical psychological factor that mediates the relationship between perfectionism and procrastination. This leads to avoidance behaviors, as individuals procrastinate on tasks to avoid potential failures and associated negative emotions (Cho & Lee, 2022; Mansouri et al., 2022). Excessive generalization of failure, where individuals perceive failures in one area as an indication



of their overall ability, further exacerbates delay. This cognitive distortion is prevalent among procrastinating perfectionists, who often react to perceived failures with high sensitivity (Yosopov et al., 2024). Overcoming psychological factors such as fear of failure and perfectionism is essential in reducing procrastination. Interventions that focus on cognitive behavioral strategies, such as reframing failure and developing self-compassion, can help mitigate these influences (Mansouri et al., 2022). Encouraging students to adopt a growth mindset, where mistakes are seen as learning opportunities rather than failures, can reduce fear of failure and its impact on procrastination (Sudirman et al., 2023). Addressing these factors alongside improved time management skills can provide a more comprehensive approach to reducing procrastination. In addition, educators' roles in fostering an environment that supports effective time management and helps overcome psychological barriers are essential for sustainable educational outcomes.

CONCLUSION

This study shows that time management significantly influences the level of academic procrastination among high school students. These findings provide concrete benefits for educational stakeholders, especially Guidance and Counseling (BK) teachers, in designing structured intervention programs that include time management training modules as a primary strategy to prevent academic procrastination. Implementing time management training in schools can improve learning outcomes, reduce stress, and prepare students for higher educational demands. Furthermore, students who develop these skills will experience direct benefits, including reduced procrastination and improved academic performance. Further research is recommended to explore other psychological factors, experimental designs, and more practical pedagogical approaches in teaching time management.

REFERENCE

- Aeon, B., & Aguinis, H. (2017). It's about time: New perspectives and insights on time management. *Academy of Management Perspectives*, 31(4), 309–330. <https://doi.org/10.5465/amp.2016.0166>
- Akerina, J. R., & Wibowo, D. H. (2022). Hubungan antara Dukungan Sosial Teman Sebaya dengan Kebahagiaan pada Mahasiswa. *Humanlight Journal of Psychologi*, 3(1), 1–14. DOI: <https://doi.org/10.51667/jph.v3i1.863>
- Amandari, R., Soesilo, T. D., Windrawanto, Y., Kristen, U., Wacana, S., Kristen, U., Wacana, S., Kristen, U., & Wacana, S. (2025). Pengaruh Manajemen Waktu Terhadap Prokrastinasi Akademik Kelas XI SMK Negeri 3 Salatiga. 10(1), 48–55. DOI: <http://dx.doi.org/10.30870/jpbk.v10i1.25779>
- Anabillah, A. R., Febriansyah, M. R., & Atmaja, M. Z. D. (2022). Kemampuan Manajemen Waktu dalam Mengatasi Prokrastinasi Akademik pada Mahasiswa. In *Seminar Nasional Psikologi Dan Ilmu Humaniora (SENAPIH)*, 1(1), 189–195.
- Bäulke, L., Daumiller, M., & Dresel, M. (2021). The role of state and trait motivational regulation for procrastinatory behavior in academic contexts: Insights from two diary studies. *Contemporary Educational Psychology*, 65, 101951. <https://doi.org/10.1016/j.cedpsych.2021.101951>
- Bela, A., Thohiroh, S., Efendi, Y. R., & Rahman, S. (2023). Prokrastinasi Akademik Dan Manajemen Waktu Terhadap Stres Akademik Pada Mahasiswa Di Masa Pandemi: Review Literatur. *Jurnal Psikologi Wijaya Putra (Psikowipa)*, 4(1), 37–48. <https://doi.org/10.38156/psikowipa.v4i1.59>



- Cho, M., & Lee, Y. S. (2022). The effects of medical students' self-oriented perfectionism on academic procrastination: the mediating effect of fear of failure. *Korean Journal of Medical Education*, 34(2), 121–129. <https://doi.org/10.3946/kjme.2022.224>
- Chu, A. H. C., & Choi, Ji. N. (2005). Rethinking procrastination: Positive effects of “active” procrastination behavior on attitudes and performance. *Journal of Social Psychology*, 145(3), 245–264. <https://doi.org/10.3200/SOCP.145.3.245-264>
- Field, A. (2017). *Discovering Statistic Using IBM SPSS Statistic 5th*. Sage Publication, 53(9), 1689–1699.
- Goher, F., Angaiz, D., & Batool, M. (2022). Exploring the Relationship Between Academic Procrastination, Academic Stress and Academic Performance of Students Studying in Bs (Hons.) Final Semester At a Public University in Gilgit-City. *Pakistan Journal of Social Research*, 04(04), 383–392. <https://doi.org/10.52567/pjsr.v4i04.822>
- Goroshit, M., & Hen, M. (2021). Academic procrastination and academic performance: Do learning disabilities matter? *Current Psychology*, 40(5), 2490–2498. <https://doi.org/10.1007/s12144-019-00183-3>
- Halleyda, N., Fitriah, S. S., Motik, G. A., & Satria, Y. (2022). Upaya Penurunan Prokrastinasi Akademik Siswa Melalui Pelatihan Time Management. *Warta LPM*, 25(4), 536–545. <https://doi.org/10.23917/warta.v25i4.913>
- Hidayat, M. T., & Hasim, W. (2023). Putting It off until Later: A Survey-Based Study on Academic Procrastination among Undergraduate Students | Rimandarlo A Dopo: Uno Studio Basato Su Un'indagine Sulla Procrastinazione Accademica Tra Gli Studenti Universitari. *Journal of Educational, Cultural and Psychological Studies*, 2023(28), 27–38. DOI:[10.7358/ecps-2023-028-taha](https://doi.org/10.7358/ecps-2023-028-taha)
- Husain, A. R., Wantu, T., & Pautina, M. R. (2023). Perilaku Prokrastinasi Akademik dan Faktor Penyebabnya pada Mahasiswa. *Student Journal of Guidance and Counseling*, 2(2), 145–157. <https://doi.org/10.37411/sjgc.v2i2.1907>
- Husainiah, S. H., Flurentin, E., & Ramli, M. (2020). Keefektifan konseling kelompok behavioral teknik self-management untuk meningkatkan kemampuan manajemen waktu siswa SMA yang tinggal di pondok pesantren. *Teacher in Educational Research*, 2(2), 79–84. DOI: <https://doi.org/10.33292/ter.v2i2.97>
- Islam, M. R. (2018). Sample size and its role in Central Limit Theorem (CLT). *International Journal of Physics & Mathematics*, 1, 37–46. <https://doi.org/10.31295/ijpm.v1n1.42>
- Khairun, N., Oktari, M., Sari Tarigan, N., Erina Fitri, S., & Hasanah, R. (2023). The Dangers of Procrastination for Learners. *BICC Proceedings*, 1, 121–127. <https://doi.org/10.30983/bicc.v1i1.42>
- Khotimah, K., Suratmi, & Qowi, N. H. (2022). Manajemen Waktu Dengan Kebiasaan Prokrastinasi Akademik Pada Mahasiswa Keperawatan. *Journal of Nursing and Midwifery Sciences*, 1(2), 1–8. <https://journal.binawan.ac.id/index>.
- Khotimah, R. H., Radjah, C. L., & Handarini, D. M. (2024). Hubungan Antara Konsep Diri Akademik, Efikasi Diri Akademik, Harga Diri Dan Prokrastinasi Akademik Pada Siswa Smp Negeri Di Kota Malang. *Jurnal Kajian Bimbingan Dan Konseling Volume*, 1(2).
- Laia, B., Florina Laurence Zagoto, S., Theresia Venty Fau, Y., Duha, A., Telaumbanua, K., Permata Sari Lase, I., Ziraluo, M., Magdalena Duha, M., Laia, B., & Luahambowo, B. (2022). Prokrastinasi Akademik Siswa Sma Negeri Di Kabupaten



- Nias Selatan. *Tatema Telaumbanua*, 10(11), 162–168.
DOI: <https://doi.org/10.54367/aquinas.v5i1.1654>
- Mansouri, K., Ashouri, A., Gharraee, B., & Farahani, H. (2022). The Mediating Role of Fear of Failure, Self-Compassion and Intolerance of Uncertainty in the Relationship Between Academic Procrastination and Perfectionism. *Iranian Journal of Psychiatry and Clinical Psychology*, 28(1), 34–47. <https://doi.org/10.32598/ijpcp.28.1.3706.1>
- Mediastuti, R., Dini, R., & Nurhadianti, D. (2022). Hubungan Manajemen Waktu dan Dukungan Sosial Teman Sebaya Dengan Prokrastinasi Akademik Pada Siswa Kelas XII SMAN 4 Bekasi. *Jurnal IKRAITH-HUMANIORA*, 6(2), 31–39.
- Munawaroh, M. L., Alhadi, S., & Saputra, W. N. E. (2024). Tingkat Prokrastinasi Akademik Siswa Sekolah Menengah Pertama Muhammadiyah 9 Yogyakarta. *Jurnal Kajian Bimbingan Dan Konseling*, 2(1), 13.
- Nuryadi, Astuti, T. D., Utami, E. S., & Budiantara, M. (2020). Uji Normalitas Data dan Homogenitas Data. *Dasar - Dasar Statistik Penelitian*, 81, 90–91.
- Qian, L., & Fuqiang, Z. (2018). Academic Stress, Academic Procrastination and Academic performance: a Moderated Dual-Mediation Model. *Journal on Innovation and Sustainability*. *RISUS* ISSN 2179-3565, 9(2), 38. <https://doi.org/10.24212/2179-3565.2018v9i2p38-46>
- Rachman, A., Yochana, E., Samanlangi, A. I., & Purnomo, H. (2021). Metode Penelitian Kualitatif dan metode penelitian kuantitatif (B. Ismaya, Ed.; Issue January). CV Saba Jaya Publisher.
- Raihan, M., Abdul Karim, H., & Aprison, W. (2025). Pengaruh Penerapan Metode Pembelajaran Talking stick Terhadap Motivasi Belajar Siswa Pada Mata Pelajaran Fiqih di MAN 4 Agam. *Adiba: Journal of Education*, 5(2), 26–42.
- Rofika Rahmawati, D., Kusuma Wardani, D., & Noviani, L. (2024). Academic Procrastination in Higher Education: A Meta-Analysis. *Economic Education and Entrepreneurship Journal*, 7(2), 109–122. <https://doi.org/10.23960/e3j/v7i2.109-122>
- Rukajat, A., & Makbul, M. (2022). The Role Of Parents In Improving The Creativity Of Early Childhood Through Traditional West Java Games (Case Study In Ra Al-Khoeriyah , Banyuresmi , Garut). *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 13(2), 110–117. DOI: <https://doi.org/10.17509/cd.v13i2.51266>
- Saputra, A. A., Baharuddin, B., Rasyid, M. R., & Akidah, I. (2022). Pengaruh Manajemen Waktu Dan Motivasi Belajar Terhadap Prestasi Belajar Di Mts Pesantren Pondok Madinah Makassar. *Nazzama: Journal of Management Education*, 1(2), 123–134. <https://doi.org/10.24252/jme.v1i2.25910>
- Saragih, N. A., & Silalahi, N. B. (2022). Hubungan Manajemen Waktu Dengan Prokrastinasi Akademik Pada Siswa Kelas X SMK Negeri 6 Medan Tahun Ajaran 2021-2022. *ALACRITY: Journal of Education*, 2(2), 78–84. <https://doi.org/10.52121/alacrity.v2i2.85>
- Sefriani, R., Nastasia, K., Sepriana, R., & Candra, Y. (2022). Time management and procrastination during the COVID-19 pandemic in higher education. *Journal of Education and Learning (EduLearn)*, 16(4), 458–463. <https://doi.org/10.11591/edulearn.v16i4.20512>
- Setiawan, A., Antika, E. R., & Hariyadi, S. (2024). Bimbingan Kelompok dengan Teknik Self-Management untuk Meningkatkan Manajemen Waktu Siswa. *QOMARUNA Journal of Multidisciplinary Studies*. 02(01), 87–99. DOI: <https://doi.org/10.62048/qjms.v2i1.66>



- Sofiyanti, C., Rakhmawati, D., & Ismah. (2023). Hubungan Antara Manajemen Waktu dengan Prokrastinasi Akademik Siswa Kelas X SMA Teuku Umar Semarang. *JUBIKOPS: Jurnal Bimbingan Konseling Dan Psikologi*, 3(September), 70–82.
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. In *Psychological Bulletin* (Vol. 133, Issue 1, pp. 65–94). <https://doi.org/10.1037/0033-2909.133.1.65>
- Steel, P., & Klingsieck, K. (2016). Academic Procrastination: Psychological Antecedents Revisited. *Australian Psychologist*, 51, 36–46. <https://doi.org/10.1111/ap.12173>
- Sudirman, S. A., Reza, F. A., Yusri, 'Nur Aisyiah, & Rina, R. (2023). Putting Off Until Tomorrow: Academic Procrastination, Perfectionism, and Fear o Failure. *International Journal of Islamic Educational Psychology*, 4(1), 136–153. <https://doi.org/10.18196/ijiep.v4i1.17576>
- Svartdal, F., & Løkke, J. A. (2022). The ABC of academic procrastination: Functional analysis of a detrimental habit. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1019261>
- Umar, R., Nazir, M., Mazhar, A., Hayat, U., Khan, Z. K., & Iqbal, A. (2023). Academic Procrastination as a Predictor of Depression, Anxiety and Stress Among College Students. *Bulletin of Business and Economics (BBE)*, 12(3), 807–810. <https://doi.org/10.61506/01.00130>
- Valente, S., Dominguez-Lara, S., & Lourenço, A. (2024). Planning Time Management in School Activities and Relation to Procrastination: A Study for Educational Sustainability. *Sustainability*, 16(16). <https://doi.org/10.3390/su16166883>
- Wahyuning, S. (2021a). *Dasa-Dasar Statistik*, Yayasan Prima Agus Teknik, Semarang.
- Wahyuning, S. (2021b). *Dasa-Dasar Statistik*, Yayasan Prima Agus Teknik, Semarang.
- Wu, D., Li, J., Yang, Q., & Ye, B. (2024). Exploring the dynamics of academic procrastination in junior high school students: Examining predictors using latent transition analysis. *Personality and Individual Differences*, 229, 112750. <https://doi.org/https://doi.org/10.1016/j.paid.2024.112750>
- Yosopov, L., Saklofske, D. H., Smith, M. M., Flett, G. L., & Hewitt, P. L. (2024). Failure Sensitivity in Perfectionism and Procrastination: Fear of Failure and Overgeneralization of Failure as Mediators of Traits and Cognitions. *Journal of Psychoeducational Assessment*, 42(6), 705–724. <https://doi.org/10.1177/07342829241249784>

