SELF-EFFICACY AND ACADEMIC PROCRASTINATION IN ENGLISH EDUCATION THESIS WRITING

Emilda Rofiqoh[1], Nina Hayuningtyas[2]

Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

emildarofiqoh92806@gmail.com[1]

Abstract

Failure to begin or complete academic tasks, known as academic procrastination, is a common problem faced by students during long-term, self-managed academic projects such as thesis writing. Self-efficacy is considered one of the related factors. Using a quantitative correlational design, this study investigated the relationship between self-efficacy and and thesis-related procrastination among English Education students from the 2022 cohort at State Islamic University of Kiai Haji Achmad Siddiq Jember. A total of 82 students who were currently working on their thesis and have not yet taken their thesis examinations participated through total population sampling. Responses were obtained using a structured questionnaire adapted from a previously validated instrument, with four response options on a Likert scale. The validity test showed that 32 of 36 self-efficacy items and all 35 academic procrastination items were valid. Internal consistency coefficients, calculated using Cronbach's alpha, were .873 and .903 respectively. The data were normally distributed and linear. Pearson's Product–Moment analysis identified a statistically significant negative correlation between the two variables, r (80) = -.600, 95% CI [-.766, -.392], $p < .001$. The result indicates that English Education students with higher self-efficacy tend to procrastinate less in writing their thesis, which is consistent with Bandura's self-efficacy theory. Nevertheless, the correlational approach does not establish a causal relationship, and interpretation of the results remains restricted to the participants and measures used in this investigation.

Keywords: *Academic Procrastination, Self-Efficacy, Thesis Writing, Undergraduate Students*.

Introduction

Failure to begin or complete academic tasks is very common in long-term, self-managed academic projects, such as writing a thesis. This phenomenon, known as academic procrastination, occurs when students repeatedly delay activities in reviewing literature, collecting data, drafting chapters, and revising their manuscripts (Rasyid et al., 2023; Turner &

Hodis, 2023). The thesis is among the most important prerequisites for obtaining an undergraduate degree, demanding good time management and confidence in one's academic abilities (Wijaya, 2026). Students experiencing such delays require greater financial resources, a higher level of commitment, and more time and attention (Kamalia et al., 2024). This means that a longer period of study tends to be accompanied by a greater financial investment (in the form of additional tuition, living expenses, etc.), but also greater psychological effort in terms of maintaining motivation over a longer period and an extended timeframe. These additional financial and psychological burdens can further negatively impact students' thesis completion and, thereby, prolong the vicious cycle of delayed thesis completion.

Delays in completing academic tasks represent a widespread challenge across universities worldwide. A study involving nursing students in China classified 67.6% of participants as having moderate to high levels of procrastination (Zhou et al., 2024). Similarly, research involving 732 Swedish university students revealed that approximately 53% experienced severe procrastination, which was linked to higher levels of stress, anxiety, and depression (Rozental et al., 2022). In Indonesia, 85.9% fell into the moderate procrastination category and a further 10.1% into the high category (Venanda, 2022).

Among the internal factors that may influence academic procrastination, including self-control, self-regulation, motivation, and laziness, self-efficacy is considered a key determinant (Kurniawan, 2024; Monal et al., 2025). Self-efficacy defines as a person's confidence in their capacity to plan and carry out the actions needed to reach a particular goal (Bandura, 1997). Students who doubt their abilities tend to delay tasks more often, whereas those with strong self-efficacy delay less frequently (Chen & Lopez, 2024). Self-efficacy also contributes to students' consistency in completing academic tasks, enabling them to persevere in the face of difficulties (Maharani & Purnama, 2023).

Most previous studies conducted in various countries and among

different student groups, found that self-efficacy is negatively related to academic procrastination (Wiratmo et al., 2022; Utaminingsih & Hermasari, 2024; Pizarro-Osorio et al., 2024; Qureshi et al., 2023; Khan et al., 2025). However, not all studies confirm this pattern. Some research has shown that self-efficacy explains only a small share of procrastination (2.16%), suggesting that other factors such as time management and psychological flexibility also play a role (Hailikari et al., 2021; Putra & Soetjiningsih, 2023). Notably, one study of Biology Education students completing their final-year projects reported the opposite direction, with self-efficacy positively associated with procrastination, unlike the majority of the reviewed literature, which suggests that the relationship may differ depending on the academic context (Nurrochmah et al., 2026).

While the amount of literature regarding academic procrastination is on the rise, the primary focus within previous research has been on academic procrastination in general academic classes or within a specific academic discipline like nursing, midwifery or biology education. However, to the knowledge of the authors, limited attention has been given to the English Education students who have a relatively less structured thesis writing process, based on the students' individual efforts more than other academic programs. That is why this study uses an instrument that has been validated in another similar context of writing a thesis by students of Islamic Guidance and Counseling at an Islamic university in Indonesia, but has not been used in the study of academic procrastination during thesis writing process in English Education students.

To help fill this research gap, the present investigation centres on students enrolled in English Education students, a population that has received relatively limited attention in research on procrastination compared to other fields such as nursing and midwifery. Furthermore, instead of examining academic procrastination in general, this study specifically investigates procrastination within thesis writing, a task that is highly complex, long-term and dependent on individual initiative. To this end, this study utilises an instrument previously validated in a similar thesis-writing

context, which has been translated and adapted for the English Language Education population, rather than relying on generalised scales of procrastination or self-efficacy. Consequently, this study aimed to examine the relationship between self-efficacy and academic procrastination during thesis writing process among English Education students from the 2022 cohort at State Islamic University of Kiai Haji Achmad Siddiq Jember, in order to contribute to a deeper understanding of this correlation.

Methods

This study employs a quantitative approach. It aims to test a theory by examining the relationship between variables, which are measured with instruments that produce numerical scores then analyzed using statistical procedures (Creswell, 2023). A correlational design was chosen as the research method to efficiently collect self-reported data from students via a questionnaire. This study focuses on English education students currently working on their thesis and examines how self-efficacy relates to their academic procrastination. Using a correlational design, this study does not manipulate variables or provide experimental treatments to the target respondents but rather measures both variables and analyzes the correlation between them. The conclusions of this study cannot be broadly generalized because they focus on a specific research context, resulting in findings that are applicable only to the 2022 cohort English Education students at State Islamic University of Kiai Haji Achmad Siddiq Jember.

The population in this study consisted of all 2022 English Education students who were currently working on their thesis and have not yet taken their thesis exams. Based on the criteria set out, the population used in this study consisted of 82 students. A total sampling technique was used in this study, involving the entire specified population that met the research criteria as participants. This sampling technique was chosen to ensure that the data obtained are representative of the entire population relevant to this study.

The instruments used in this study were questionnaires, each designed to measure specific research variables. Two questionnaires were used, the

first to measure students' self-efficacy and the second to measure students' academic procrastination during the writing process. The self-efficacy questionnaire comprised 36 items based on Bandura's three aspects: level, generality and strength, whilst the academic procrastination questionnaire comprised 35 items based on Ferrari's four indicators: delaying the start and completion of academic tasks, falling behind in finishing the thesis, a discrepancy between intentions and actual work, and spending time on more enjoyable activities over working on the thesis. Both questionnaires used a Likert scale to measure participants' responses, with response options ranging from a score of 1 to 4.

There are positive and negative statements in both questionnaires. A total of 17 items on the academic procrastination questionnaire are reverse-scored and 18 are directly scored. The responses for each item are 1-4 (and reverse scored for items indicating a discrepancy with the habit of procrastination). This procedure ensured that higher total scores indicated higher levels of academic procrastination. For the self-efficacy questionnaire, the scoring was arranged so that higher total scores reflected stronger self-efficacy.

Both instruments were adapted from a previously validated instrument used in Andi Setia Raja's thesis, which was conducted in a similar academic context. This was originally consisted of 36 items for the self-efficacy questionnaire, with 18 positive statements and 18 negative statements, as well as 35 items for the academic procrastination questionnaire, with 18 positive statements and 17 negative statements. The scale used ranged from "strongly disagree" to "strongly agree". The questionnaires were initially pilot-tested on 30 final-year students from the 2017 cohort at IAIN Palopo, in the original study, 34 items from the self-efficacy questionnaire and 32 items from the academic procrastination questionnaire were deemed valid. The reliability coefficients reported were .924 for the self-efficacy scale and .947 for the academic procrastination scale.

However, as the questionnaire used in that study was in Indonesian, it needed to be adapted first for use with English education students.

Consequently, the researcher first translated each questionnaire item into English to ensure it was appropriate for the respondents' characteristics and the research context. The translated version was then reviewed by a language validator to confirm that each statement still conveyed its original meaning clearly and accurately. Once the revision process was complete and the questionnaire had been approved by the language validator, it could be used for the collection of research data.

Instruments must be tested for validity and reliability before they are used to collect data. A validity shows whether an instrument actually measures what it is meant to measure, while a reliability testing checks whether an instrument yields consistent scores when it is given repeatedly to the same individual or at different points in time. In this study, each item was tested for validity using Pearson's product-moment correlation, with a significance level of 0.05. With 82 respondents, the critical r value was .217. In the self-efficacy questionnaire, 4 items out of a total of 36 statements were considered invalid. Thus, 32 valid items were identified and can be used in subsequent analysis. Meanwhile, in the academic procrastination questionnaire, all 35 items were valid and were therefore included in the analysis.

Reliability testing for both instruments was conducted using IBM SPSS version 27, where an instrument is deemed reliable when its Cronbach's Alpha exceeds 0.60. The self-efficacy questionnaire resulted in a value of .873 for the 32 items, which exceeds the 0.60 reliability treshold (.873 > 0.60), indicating that it was reliable. Meanwhile, the academic procrastination questionnaire resulted in a value of .903 (.903 > 0.60), for 35 items and was also considered reliable. Since both questionnaires were considered reliable and measured the research variables with adequate consistency, so they are suitable for use in this study.

The questionnaire was administered through Google Forms, with the link that was distributed individually via WhatsApp messages. Participation in this study was voluntary. Before filling out the questionnaire, the researcher informed the respondents about the purpose of the study and

provided instructions on how to complete it. Respondents were assured that their answers would remain confidential and be used only for research purposes. In this regard, respondents were asked to answer honestly based on their experiences during the thesis writing process. Respondents were also given sufficient time to complete the questionnaire independently without the researcher supervising them. This was done so that respondents could answer according to their own circumstances without feeling pressured to provide "good" answers or a response they thought the researcher would expect.

Data were analyzed with IBM SPSS Statistics 27 software. Each respondent's self-efficacy and academic procrastination scores were computed from their questionnaire respinses and then classified into four levels (very low, low, high, and very high) according to predetermined score intervals. Descriptive statistics through the mean, minimum, maximum, and standard deviation were then used to give an overview of the data.

The data were then analyzed using descriptive statistics to obtain an overview of the research data through the mean, minimum value, maximum value and standard deviation. Following this, normality and linearity assumptions were checked before running the correlation analysis. The relationship between self-efficacy and academic was then tested using Pearson's Product-Moment correlation, with a 95% Confidence Interval (CI) estimated using the bootstrapping method (1,000 samples, percentile method). These coefficients indicate the direction, strength and significance of the correlation, and the strength of the correlation was interpreted as follows: 0.00–0.199 very weak, 0.20–0.399 weak, 0.40–0.599 moderate, 0.60–0.799 strong, and 0.80–1.00 very strong.

Results and Discussions

Descriptive statistics were computed to summerise the collected data, using the mean, minimum, maximum, and standard deviation. The results of each indicator of the two variables are presented below.

	N	Minimum	Maximal	Mean	Std. Deviation
Level	82	1.89	3.56	2.6897	.39880
Generality	82	1.73	3.82	2.6086	.35704
Strength	82	2.08	3.92	2.9654	.43370
Valid N (listwise)	82				

Table 1. Descriptive Statistics of the Self-Efficacy Aspects

Based on Table 1, Strength obtained the highest mean score (M = 2.9654), followed by Level (M = 2.6897) and Generality (M = 2.6086). Of these three indicators, "Strength" was the most prominent indicator within the study sample, indicating that respondents were generally confident in their capacity to persist and finish their thesis despite encountering various challenges and obstacles. However, the three mean scores are only slightly higher than the midpoint of the scale (2.50), and the differences between the indicators are also small.

	N	Minimum	Maximal	Mean	Std. Deviation
AP1	82	1.20	3.50	2.1805	.49001
AP2	82	1.10	3.20	2.3134	.38834
AP3	82	1.00	3.33	2.3767	.38162
AP4	82	1.33	3.50	2.4065	.45217
Valid N (listwise)	82				

Table 2. Descriptive Statistics of the Academic Procrastination Aspects

Based on Table 2, AP4 obtained the highest mean score (M = 2.4065), followed by AP3 (M = 2.3767), AP2 (M = 2.3134), and AP1 (M = 2.1805). AP1 is the first indicator of academic procrastination, meaning delaying the start and completion of academic tasks. AP2 is the second indicator, meaning falling behind in finishing the thesis. AP3 is the third indicator, meaning a discrepancy between intentions and actual work. AP4 is the fourth indicator, meaning spending time on more enjoyable activities over working on the thesis. Of the four indicators of academic procrastination, AP4 was the most dominant in this study. This means that the dominant form of students' academic procrastination, as revealed by the respondents, is to do something else more enjoyable than dealing with the thesis. The mean of all four means is below the midpoint of the scale (2.50).

After gaining an understanding of the data through descriptive analysis, the next step is to conduct normality and linearity tests to ensure that the data used meet the assumptions required for Pearson product-moment correlation analysis. The Kolmogorov-Smirnov normality test showed a significance value of .200 ($p > 0.05$), indicating normally distributed data, and the Deviation from Linearity test yielded .164 ($p > 0.05$), confirming a linear relationship between the two variables. A visual inspection of the scatter plot revealed no outliers that were significantly distant from the majority of scores, and the standardised scores for both self-efficacy and academic procrastination fell within a range of ±3 (self-efficacy: –2.04 to 2.49; academic procrastination: –2.45 to 2.65). Consequently, no extreme outliers were found that might significantly influence the observed correlations. Each respondent provided one pair of independent observations, both of which were quantified as continuous total scores. Therefore, both assumption tests were met, so the Pearson product-moment correlation can be applied. Table 3 presents summarizes the findings from the statistical tests conducted to evaluate the research hypotheses.

		Self-Efficacy (X)	**Academic Procrastination (Y)**
Self-Efficacy (X)	Pearson Correlation	1	-.600**
	Sig. (2-tailed)		<.001
	95% CI (bootstrap)		[-.766, -.392]
	N	82	82
Academic Procrastination (Y)	Pearson Correlation	-.600**	1
	Sig. (2-tailed)	<.001	
	95% CI (bootstrap)	[-.766, -.392]	
	N	82	82

Table 3. The Correlation Test Result

Note. ** Significant at the 0.01 level (2-tailed). CI = 95% bootstrap confidence interval (1,000 samples, percentile method).

Table 3 shows that the Pearson correlation coefficient is r= -.600, 95% CI [-.766, -.392], $p < .001$. It can be seen that the significance value is below 0.05, which means the null hypothesis (H_0) is rejected and the

alternative hypothesis (H_a) is accepted. This indicates a significant negative correlation between self-efficacy and academic procrastination, which falls into the strong category (r = 0.60–0.799). The coefficient of determination (r^2=.36) indicates that about 36% of the variance in procrastination scores is shared with self-efficacy scores. The width of the confidence interval is fairly large and the strength of the relationship should be interpreted with caution as the confidence interval ranges from moderate to strong. In other words, higher self-efficacy among students was accompanied by a lower tendency to procrastinate while writing their thesis.

. Conversely, students with a lower level of self-efficacy are more inclined to delay their thesis work. This outcome is correlational, and thus does not indicate that self-efficacy leads to a decrease in procrastination.

This finding has shown as predicted in the initial hypothesis from Bandura's (1997) theory. Bandura predicts that those with a high self-efficacy will put in more effort and will persist longer when encountering challenges, which means that these individuals are expected to procrastinate less. On the other hand, based on Ferrari's theory, there are four main indicators of academic procrastination: delaying the start and completion of academic tasks, falling behind in finishing the thesis, a discrepancy between intentions and actual work, and spending time on more enjoyable activities over working on the thesis (Ferrari and Mc Cown, 1995). Students with a positive self-efficacy for implementing the thesis are likely to start on it, stick to their plans, and be less tempted to engage in other activities. This trend is broadly reflected in the descriptive findings: self-efficacy was moderate in general, especially in the strength dimension, and procrastination was at the low to moderate level. The means of indicator-level, however, were not analyzed in relation to one another and conclusions about specific dimensions of self-efficacy and specific indicators of procrastination cannot be drawn from this study.

The negative direction of the correlation agrees with most previous studies conducted with nursing students (Wiratmo et al., 2022), midwifery

students (Utaminingsih & Hermasari, 2024), and general university students (Chen & Lopez, 2024; Khan et al., 2025; Pizarro-Osorio et al., 2024; Qureshi et al., 2023). These studies vary in terms of their population, task, and instruments. The most similar study to the present one in terms of academic task is that of Wiratmo et al. (2022) who studied the nursing students who are doing a mini thesis, whereas Khan et al. (2025) and Qureshi et al. (2023) studied self-efficacy in a wider academic field. This coefficient is higher than that obtained by Putra and Soetjiningsih (2023) for psychology students (r = -.147). This variation may be attributed to differences in population, academic task, and instruments used, however the present study did not test these factors directly.

In contrast, Nurrochmah et al. (2026) reported that self-efficacy was correlated positively with academic procrastination in students with the final project in Biology Education, the possible explanation is overconfidence and the need for effective self-regulation and time management. There was no positive association in the present study. These factors (overconfidence, perceived task complexity, time management) were not assessed in this study, and thus cannot be included as an explanation for the present findings. The difference between the two studies may be due to differences in the population, the instruments or the context in the end project, but these are not the results of this study and may be the focus of future research.

The results suggest that students' self-efficacy might be focus of attention for English Education students in thesis guidance and academic assistance. In line with Bandura's (1997) account of the sources of self-efficacy, such support could include dividing the thesis into smaller and more manageable steps (mastery experiences), giving positive feedback and encouragement from supervisors, and providing examples of peers who have completed their thesis. This support may assist students to begin and continue work on their thesis in this program, as this type of work is long and relatively self-directed. These implications are theoretical

suggestions, the present correlational data cannot show whether increasing self-efficacy would reduce procrastination.

Finally, self-efficacy accounts for roughly 36% of the variance in procrastination, suggesting that there are other factors that can better account for the variance, such as other self-regulation, time management, motivation, and external pressure, which were not measured in this study (Hailikari et al., 2021; Khan et al., 2025; Kurniawan, 2024). From the results obtained, it can be concluded that the overall results point to a negative correlation between self-efficacy and academic procrastination during thesis writing process in English Education students. These findings apply only to these students and their institution.

Conclusion

This study aimed to investigated the relationship between self-efficacy and academic procrastination during thesis writing process among English Education students from the 2022 cohort at State Islamic University of Kiai Haji Achmad Siddiq Jember. The results indicated a significant and strong negative correlation, r (80) = -.600, 95% CI [-.766, -.392], $p < .001$, with higher level of self-efficacy, students reported lower levels of academic procrastination when writing their thesis. This result is in line with Bandura's self-efficacy theory and with the majority of the previous studies. Overall, students had moderate self-efficacy (Strength was the highest M = 2.9654) and low to moderate procrastination (AP4, spending time on more enjoyable activities over working on the thesis, was the highest M = 2.4065).

This study adds evidence from a context of the population and task that has been limited attention, that is English Education students writing thesis. It has some drawbacks though. The correlational design does not allow for the conclusion that self-efficacy leads to fewer instances of procrastination or that fewer instances of procrastination lead to greater self-efficacy, nor can it explain the influence of other factors that may affect the findings. Data collection was self-reported, and there may be

discrepancies in self-report. All instruments were translated from Indonesian into English, and item validity and reliability carried out on the same sample as the main analysis. Finally, the results are limited to the one cohort within one institution, and may not be applicable to other settings.

Some factors that could moderate or mediate this relationship might be explored in future research, including self-regulation, time management, motivation, academic pressure, and social support. Longitudinal or intervention study design could also help test whether raising self-efficacy actually reduces procrastination, and other students, institutions, and programs could be used to see if it could only be applied to English Education students or extend to a wider range of students. Other validations of the translated instruments, such as an independent sample and factor analysis, are also recommended.

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