

The Relationship between Time Management and Self-Control with Academic Procrastination in Students of Mitra Sehat Mandiri Vocational High School Sidoarjo

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ABSTRACT

Objective: Academic procrastination is a tendency or common habit of delaying to start and complete the implementation of necessary tasks, in order to achieve certain goals. The phenomenon found is that there are still students with a high level of academic procrastination. The purpose of this study was to determine the relationship between time management and self-control and academic procrastination in vocational high school students. **Method:** This research method uses a quantitative approach with a correlational design. The research population was 340 students with 172 students as samples. The sampling technique used is stratified random proportional sampling. The data collection technique used a time management scale with a reliability value of 0.886, a self-control scale with a reliability value of 0.831 and a procrastination scale with a reliability value of 0.892 with a Likert scale model. The data analysis technique uses multiple correlation with the JASP program. **Results:** The results of this study showed an F value of 448.991 ($p = < 0.001 < 0.05$) which means that time management and simultaneous self-control have a significant relationship with academic procrastination. The results of Pearson's correlation analysis showed that there was a significant negative relationship between time management and academic procrastination ($r = -0.520$), with a p-value of $< 0.001 (< 0.05)$, and there was a significant negative relationship between self-control and academic procrastination ($r = -0.739$), with a p-value of $< 0.001 (< 0.05)$. **Novelty:** This study highlights the simultaneous influence of time management and self-control on academic procrastination among vocational high school students, providing insights into behavioral aspects that have not been extensively explored in this specific student group.

INTRODUCTION

One of the most important aspects of human life is education. In addition to serving to produce a superior generation of the nation in various fields, education also contributes significantly to the progress of the country, including Indonesia [1]. The National Education System which includes general and vocational secondary education is regulated by Law Number 20 of 2003, SMK is one of the educational institutions that aims to prepare its graduates to become skilled workers with intermediate-level knowledge and skills in their respective fields [2]. Vocational education focuses on training that equips students with the knowledge, skills, and attitudes necessary to enter the workforce, as well as updating their skills before moving on to the baccalaureate level [3]. Students in vocational schools are in their teenage range, when they are still sensitive to new information and vulnerable to environmental influences. This is in accordance with the psychological theory which states that the age range of adolescent girls is between 12 to 21 years old and boys are between 13 to 22 years old [4].

The learning system in vocational schools is not only theory-oriented, but also emphasizes practicum. This causes students to face greater demands and responsibilities,

so that vocational school graduates are expected to have high competitiveness and be able to enter the business and industrial world. However, the busy study schedule that often collides with practicum and various other activities can make it difficult for students to manage their time effectively (Kurniasari, in Thoria et al.,) [2]. One of the challenges faced is the lack of awareness of students of the importance of the academic aspect, this condition gives rise to behavior in which students delay the completion of assignments or academic responsibilities such as exams and assignments, as well as the tendency to delay to start working on the assignments given by the teacher [3]. Academic procrastination has a negative impact on student learning. This behavior can lead to wasting time, delays in completing tasks, and suboptimal work results. As a result, academic achievement decreases, health conditions deteriorate [5], as well as the appearance of negative emotions or feelings such as anxiety, guilt, panic, tension, self-criticism, feelings like cheaters, and low self-esteem [6]. This impact can also contribute to a decrease in productivity and work ethic, as well as have an impact on the low quality of human resources which has the potential to affect their readiness to face the world of work due to academic procrastination [7]. Academic procrastination, according to Ferrari in [8], is a tendency or behavior to procrastinate on tasks that are essential to achieving a certain goal. This is a deliberate and repetitive pattern of procrastination on important tasks, resulting in subjective discomfort. Ferrari posits that academic procrastination behavior includes four main aspects, namely 1) Slow completion of work, 2) Delay in starting and completing work, 3) Lag between planning and execution, and 4) Engaging in more interesting activities as a distraction.

The prevalence data on academic procrastination among vocational high school students includes research conducted by Agustina with the title "Profile of Academic Procrastination Among State Vocational High School Students in Serang City," using a sample of 336 students. The results showed that the level of academic procrastination among students was relatively high at 3.1%, medium at 89%, and low at 7.1%. Overall, the level of academic procrastination of students at SMKN Kota Serang is categorized as moderate [3]. The research conducted by Ulum under the title "The Relationship Between Time Management and Academic Procrastination" involved 161 vocational high school students. The results showed that academic procrastination was divided into several categories, namely very low at 4.3%, low at 39.1%, medium at 54.7%, high at 1.9% [9]. Meanwhile, a study by Penata entitled "Procrastination Levels Among Vocational High School Students" involved 185 students, with results showing a high procrastination rate of 67% at SMKN 2 Depok (Organizer, in Apliani) [10].

Based on preliminary studies that have been carried out, the phenomenon of academic delay was also found among students of SMK Mitra Sehat Mandiri Sidoarjo. The results of an initial survey involving 20 students showed that most experienced academic delays, with details of 29% of respondents tending to delay starting and completing assignments, 25% completing assignments late, 27% having a time gap between planning and execution, and 19% preferring to do fun activities as a form of diversion. This finding is in line with the research presented by Ashaf in [11] which refers

to Ferrari's view of procrastination behavior. Ferrari explained that academic procrastination is generally characterized by a tendency to procrastinate tasks, delays in completing or collecting tasks, preferring fun activities to completing academic obligations, and the existence of a gap between actual planning and execution.

According to Ferrari in [8], academic procrastination is caused by various factors that can be categorized as internal and external. A person's physical state and psychological components including self-control, self-awareness, self-esteem, self-efficacy, and anxiety levels are internal factors. Meanwhile, external factors include parenting and environmental conditions. In addition, Ferrari also emphasized that time management also plays a role in determining the level of academic delay.

Macan in [12] Defines time management as using time as effectively and efficiently as possible with planning, scheduling, time control, priorities, and a desire to be organized. The three main elements of time management are goal and priority setting, time management mechanisms, and preferences for regularity. Research by Silalahi & Saragih states that students with good time management skills tend to be more disciplined in completing tasks according to a predetermined schedule, and their tendency to procrastinate on academic work is lower. This suggests that the higher a person manages their time, the lower their likelihood of engaging in academic procrastination, in line with research findings that show a negative relationship between time management and academic procrastination among students [13]. Research by Putri, found a significant negative relationship between time management and academic procrastination. That the higher a student manages his or her time, the lower the academic delay they have, and conversely, the lower their time management, the higher the academic delay they experience [14]. In addition to time management, an internal factor that affects academic procrastination is self-control.

Averill in [15] Self-control is a person's ability to change their behavior, control their desired and unwanted information, and make decisions about actions according to their beliefs. Self-control consists of three main elements: cognitive control, behavioral control, and decision control. Self-control in students is closely related to academic procrastination, students have high self-control characterized by their ability to regulate the desire to relax or do other more enjoyable activities, so that they can take greater responsibility for the tasks that have been given efficiently and according to schedule. Students with low self-control, on the other hand, often delay doing their schoolwork [16]. This is in line with Rahmaniah's research which shows that students with high self-control tend to have low levels of academic procrastination, while students with low self-control tend to experience higher levels of academic procrastination [17]. The results of the research by Pakpahan and Clara (2023) on grade XI students of SMAN 14 Medan showed a significant negative correlation was found between self-control and academic delay, with a significance value of $p = 0.031 < 0.05$. This shows that academic procrastination decreases with increased self-control and vice versa [18].

The researcher is interested in examining the variables (X1) time management (X2) Self-control with (Y) academic procrastination because so far only studies have been

found that examine the linear relationship between (X1) time management and (Y) academic procrastination in research conducted by Sofiyanti, et al (2023) with high school student subjects [19] and (X2) self-control with (Y) academic procrastination in research conducted by Putri, et al (2022) [14], but there is only one study that has examined the contribution of the variables X1 and X2 simultaneously to Y, namely in a study conducted by Rosaria & Putri (2021) on students of grade XI MA in Malang [20]. So that this study has a difference in the subject used, namely students of SMK Mitra Sehat Mandiri located in Sidoarjo. Based on the observed problem phenomena and theoretical analysis, this study formulated the problem, namely whether there is a relationship between time management and self-control and academic procrastination in Vocational High School (SMK) students. The purpose of this study is to examine the relationship between time management and self-control and academic procrastination in vocational school students, The hypotheses in this study consist of one major hypothesis and two minor hypotheses: (H1) There is a significant relationship between time management and self-control and academic procrastination; (H2) There is a significant negative relationship between time management and academic procrastination; and (H3) There is a significant negative association between self-control and academic procrastination.

RESEARCH METHOD

This study applies a quantitative method with a correlational approach. According to Sugiyono, quantitative research is a method used to test the relationship between two or more variables through statistical or numerical data analysis to test hypotheses [21]. This study identified (X1) Time Management and (X2) Self-Control as independent variables, while the dependent variable was (Y) Academic Procrastination. The population studied consisted of 340 students of SMK Mitra Sehat Mandiri Sidoarjo. The research sample was determined using the Iscaac and Michael tables with an error rate of 5%, resulting in a total of 172 students. Which consists of 96 students of class X and 76 students of class XI. This study uses a random proportional stratification technique with a sample strategy based on probability sampling, thus allowing a representation of diverse populations based on different levels or strata [22]. Data collection, this study uses three psychological scales, namely the time management scale, the self-control scale, and the academic procrastination scale. The measurement instrument used is the Likert scale, where each statement has an answer category that reflects the subjective conditions of the respondents, namely categorized as disagree (TS), strongly disagree (STS), agree (S), and strongly agree (SS). In the scoring system, positive statements are given the following scores: STS = 1, TS = 2, S = 3, and SS = 4. On the other hand, for negative statements, the assessment is done in reverse, i.e. SS = 1, S = 2, TS = 3, and STS = 4 [1].

Time management uses the scale adopted from the scale compiled by Saputra, based on the aspects expressed by Macan (1994), which include: (1) goal formulation and prioritization, (2) time management system, (3) tendency to organize, and (4) control over the use of time. Consisting of 20 items, the reliability measured using Cronbach's Alpha yields a value of 0.886 and the validity value of the scale is in the range of 0.364 to 0.598

[23]. Self-control uses a self-control scale adopted from the scale compiled by Faragita & Dalimunthe (2022), based on the aspects put forward by Averill, namely: (1) control over behavior, (2) cognitive control, and (3) control in decision-making. Consisting of 16 items, the reliability was measured using Cronbach's Alpha and resulted in a value of 0.831 and a validity value in the range of 0.309 to 0.698 [8]. Academic procrastination uses a scale adopted from the scale compiled by Faragita & Dalimunthe, based on the aspects of academic procrastination identified by Ferari namely: (1) The habit of procrastinating tasks; (2) delay; (3) inconsistencies between planning and implementation; and (4) involvement in other activities. It consists of 19 reliability items measured using Cronbach's Alpha and yields a value of 0.892 and a validity value ranging from 0.321 to 0.711 [8]. Data analysis in this study was carried out using multiple correlation with the help of JASP software version 0.19.1.0.

RESULTS AND DISCUSSION

Results

Assumption Test

Table 1. Nomaliness test.

Variable	Shapiro-Wilk	p-value
Academic Procrastination	0.988	0.155
Time Management	0.994	0.733
Self-Control	0.992	0.461

Based on Table 1, the researcher conducted a normality test using the Shapiro-Wilk technique. If the significance value of the normality test (p-value) is higher than 0.05 (>0.05), the data is considered to be distributed regularly. The analysis findings showed that the three variables had p-values higher than 0.05, supporting the idea that the data were distributed normally and met the assumption of normality.

Table 2. Linearity test.

Variable	F(<i>linierty</i>)	Sig. <i>Linierity</i>
Academic Procrastination - Time Management	63.065	,000
Academic Procrastination - Self-control	204.404	,000

Based on table 2, the significance of linearity between academic procrastination and time management is 0.000, which is less than 0.05 ($0.000 < 0.05$). It shows the linear relationship between the two variables. Similarly, the significance of linearity between self-control and academic procrastination is 0.000, which is less than 0.05, indicating a linear relationship between the two variables. Thus, the linearity assumption of this analysis has been fulfilled.

Table 1. Multicollinearity test.

Variable	Tolerance	VIF
Time Management	0.999	1.001
Self-Control	0.999	1.001

Based on table 3 of the Collinearity Statistics results, the tolerance value for the time management (X1) and self-control (X2) variables was 0.999, which is greater than 0.10. As well as the Variance Inflation Factor (VIF) value of 1,001, which is smaller than 10.00. In accordance with the condition of the absence of multicollinearity, namely tolerance > 0.10 and VIF < 10, it can be concluded that the two independent variables used do not experience multicollinearity problems.

a. Hypothesis Test

Table 2. Multiple correlation test.

Model	R	R ²	Adjusted R ²	F Change	p
H ₁	0.917	0.842	0.840	448.991	<.001

The results of the multiple correlation test for the main hypothesis showed an F value of 448.991 with a significance level of $p < 0.001$, less than 0.05. This suggests that time management and simultaneous self-control have a significant relationship with academic procrastination. In addition, the R Square value of 0.842 showed that the variables of time management and self-control contributed 84.2% to academic procrastination, while the remaining 15.8% were influenced by other factors not included in this study.

Table 3. Pearson correlation.

Variable		Pearson'r	p
Time Management	- Academic Procrastination	-0.520	< .001
Self-Control	- Academic Procrastination	-0.739	< .001

Pearson correlation analysis is used to examine minor hypotheses. The results of the correlation test ($r_{X1-y} = -0.520$, $p < \text{value } 0.001$), showed that academic procrastination and time management had a significant negative relationship. This means that academic procrastination decreases as time management skills improve, and vice versa. In addition, the results of the correlation test ($r_{X2-y} = -0.739$, $p\text{-value} < 0.001$), showed that self-control and academic procrastination had a significant negative relationship, which means that the higher a person's self-control, the lower their tendency to procrastinate in academic work.

b. Categorization

Table 4. Categorization.

Kategorisasi	Academic Procrastination		Time Management		Self-Control	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Low	27	16%	23	14%	29	17%
Keep	122	71%	121	70%	115	67%
Tall	23	13%	28	16%	28	16%

Total	172	100%	172	100%	172	100%
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The results of the category-level analysis of 172 respondents showed that 27 students (16%) had a low level of procrastination, 122 students (71%) were at a moderate level, and 23 students (13%) had a high level of procrastination. Thus, it can be concluded that the level of academic procrastination of vocational school students is in the medium category. In the time management variable, 23 students (14%) had a low level, 121 students (70%) were at a medium level, and 28 students (16%) had a high level. This shows that the majority of vocational school students have time management in the medium category. Meanwhile, in the self-control variable, 29 students (17%) were at a low level, 115 students (67%) were at a moderate level, and 28 students (16%) had high self-control. This shows that the self-control of vocational school students is also in the medium category.

Discussion

The results of the multiple correlation test showed a value ($F = 448.9$, $p\text{-value} < .001$), which indicated that time management and simultaneous self-control were related to academic procrastination in grade 10 and 11 students at SMK Mitra Sehat Mandiri Sidoarjo. Thus, the first hypothesis in this study is acceptable. These findings are in line with the research of Rosaria & Putri, who found academic procrastination correlated significantly with time management and self-control with scores ($r = 0.751$; $F = 73,641$; $p < 0.01$). The findings of the second hypothesis test revealed a significant negative correlation between academic procrastination and time management, with coefficients (r) = -0.520 and $p < .001$ suggesting that academic procrastination decreased with an increase in time management. These results are in line with the time management theory put forward by the Tiger, that self-regulation in the efficient and effective use of time by setting a priority scale is a way to complete tasks without delay. In an academic context, students with good time management can optimize their time to achieve academic goals and avoid non-academic activities that can increase academic procrastination. [24].

These results corroborate the research of Silalahi & Saragih which found a negative correlation between time management and academic procrastination. According to the study, students who have high time management are more likely to be disciplined and complete assignments on time, and reduce their tendency to procrastinate on academic work. Thus, the higher a person is in managing his or her time, the lower their likelihood of procrastinating on academic assignments [13].

In addition, with a coefficient value (r) = -0.739 and $p < .001$, the findings of the third hypothesis test showed a significant negative relationship between self-control and academic procrastination. This implies that academic procrastination decreases with increased self-control. In contrast, academic procrastination increases with a decrease in self-control. These findings are consistent with the research of Rahmaniah (2020) which concluded that students with high self-control rarely experience academic

procrastination, and vice versa. [17]. These findings are also in line with the research of Hasanah (2023), which shows that self-control plays an important role in determining the level of academic delay among students. Students with high self-control abilities can better manage their behavior, thereby reducing the tendency to procrastinate on academic assignments. In contrast, students with low levels of self-control are more prone to academic delays due to difficulty in avoiding unproductive activities. Therefore, self-control is an important factor in reducing academic procrastination experienced by students [25].

Based on the results of the categorization, as many as 122 out of 172 students of SMK Mitra Sehat Mandiri (71%) have a level of academic procrastination in the medium category, while 23 students (13%) are still in the high category. In the time management categorization, as many as 121 out of 172 students (70%) had a moderate level of time management, but there were still 23 students (14%) who were in the low category. In the categorization of self-control, as many as 115 out of 172 students (67%) indicated that they were in the medium category, while 29 students (17%) still had a low level of self-control. Overall, the picture of time management, self-control, and academic procrastination tends to be moderate or in the category of being quite good. However, there are still students with a level of time management, low self-control and high academic procrastination, which should be a concern for schools.

The time management and self-control variables accounted for 84.2% of academic procrastination, as shown by the R-Square value of 0.842. Meanwhile, the remaining 15.8% were influenced by other factors that were not included in the study. In addition to time management and self-control, there are other factors that also affect academic procrastination, as stated by Ferrari, namely self-awareness, self-esteem, self-efficacy, anxiety, learning independence, hardiness personality, parenting style, and environmental conditions (Faragita & Delimunthe) [8]. Previous research that examined other factors, namely a study conducted by Basilisa & Pedhu, showed a significant negative correlation between academic delay and learning independence, with a correlation value of -0.384. This means that the higher the student's learning independence, the less likely they are to delay learning [26]. In addition, a study conducted by Wulandari et al. revealed a negative relationship between personality hardiness and the tendency to procrastinate learning. In other words, students who have higher levels of hardiness tend to experience lower learning delays [27].

This research has several limitations, including: (1) the research was only conducted on students in grades X and XI at SMK Mitra Sehat Mandiri Sidoarjo in the 2024/2025 school year, so the results obtained may not be generalized to students from other levels or schools; (2) this study focuses on the relationship between time management and self-control and academic procrastination, so that other factors that have the potential to influence are not further analyzed in this study such as, namely self-awareness, self-esteem, self-efficacy, anxiety, learning independence, hardiness personality, parenting style, and environmental conditions; and (3) this research was conducted on vocational school students, while other levels of education, such as junior high school, high school,

and college, have the potential to provide a different perspective, but are not the focus of this study.

CONCLUSION

Fundamental Finding : Based on the results of the research, the hypothesis proposed is acceptable, which states that time management and self-control have a significant relationship simultaneously with academic procrastination. Based on the Pearson correlation test, it was found that time management was significantly negatively associated with academic procrastination, as was self-control which showed a significant negative association with academic procrastination. This means that the higher a person is in time management, the lower the academic procrastination. Likewise, the higher the self-control you have, the lower the level of academic procrastination experienced.

Implication : The results of this study are expected to be an input for schools that there are still students with low time management and self-control and high levels of academic delay. Therefore, suggestions based on the results of the research: (1) Schools can play a role in supporting students to reduce academic procrastination by guiding them in compiling a priority scale, applying more interactive learning methods, and introducing time management strategies, such as the preparation of a systematic study schedule. Students are expected to improve discipline in learning by compiling task lists based on the level of urgency, utilizing task recorder applications, and practicing self-control to complete tasks on time. **Limitation :** This study is limited by its focus on a specific student population, which may affect the generalizability of the findings to students from different regions or academic levels. Additionally, the reliance on self-report questionnaires may introduce bias due to subjective perceptions. **Future Research :** For further research, it can be expanded by involving students from various levels and schools to see differences based on age or educational environment. Further exploration can be carried out on other factors such as learning independence, hardiness personality, and family environment, as well as testing intervention programs to improve time management and self-control to reduce academic procrastination.

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