

## **THE INFLUENCE OF SELF-EFFICACY AND PEER SUPPORT ON ACADEMIC PROCRASTINATION IN WRITING A THESIS**

**\*<sup>1</sup>Allycia Trecy Pawestri, <sup>2</sup>Moesarofah**  
**\*<sup>1,2</sup>Universitas PGRI Adi Buana Surabaya**  
**Email: \*<sup>1,2</sup>moesarofah@unipasby.ac.id**

### **Abstract**

This research aims to determine the effect of self-efficacy and peer support on academic procrastination in preparing a thesis for batch 2020 FPP students at PGRI Adi Buana University Surabaya. This type of research is quantitative. The sample used simple random sampling and amounted to 104 students. The data collection method in this study used a measurement scale. The data analysis technique uses multiple linear regression analysis, which aims to predict the effect between variables, including the t-test, f-test, and R<sup>2</sup>. The result showed that (1) self-efficacy has a negative and significant effect on academic procrastination in preparing a thesis, which is -0.726 and 0,000<0,05. (2) peer support has a negative and significant effect on academic procrastination in preparing a thesis, which is -0.156 and 0,019<0,05. (3) self-efficacy and peer support have simultaneous and significant effects on academic procrastination in preparing a thesis, which is 72,164 and 0,000<0,05.

**Keywords:** Self-efficacy, peer support, academic procrastination

### **Abstrak**

*Penelitian ini bertujuan untuk mengetahui pengaruh efikasi diri dan dukungan teman sebaya terhadap prokrastinasi akademik dalam menyusun skripsi pada mahasiswa FPP angkatan 2020 di Universitas PGRI Adi Buana Surabaya. Jenis penelitian ini adalah kuantitatif. Sampel menggunakan simple random sampling dan berjumlah 104 mahasiswa. Metode pengumpulan data dalam penelitian ini menggunakan skala pengukuran. Teknik analisis data menggunakan analisis regresi linier berganda, yang bertujuan untuk memprediksi pengaruh antar variabel, meliputi uji t, uji f, dan R<sup>2</sup>. Hasil penelitian menunjukkan bahwa (1) efikasi diri berpengaruh negatif dan signifikan terhadap prokrastinasi akademik dalam menyusun skripsi, yaitu sebesar -0,726 dan 0,000 < 0,05. (2) dukungan teman sebaya berpengaruh negatif dan signifikan terhadap prokrastinasi akademik dalam menyusun skripsi, yaitu -0,156 dan 0,019<0,05. (3) efikasi diri dan dukungan teman sebaya berpengaruh secara simultan dan signifikan terhadap prokrastinasi akademik dalam menyusun skripsi, yaitu sebesar 72,164 dan 0,000<0,05..*

**Kata kunci** Efikasi diri, dukungan teman sebaya, penundaan akademik

## **INTRODUCTION**

Students as part of educational institutions are required to be able to develop various potentials optimally. Students are always faced with tasks, that are academic and non-

academic and are required to be able to fulfill these tasks with various levels of difficulty (Saman, 2017). As a result, the level of difficulty faced tends to make students delay completing the task, which is called procrastination (Ghufron & Risnawita, 2020). Academic procrastination in preparing a thesis is one of the obstacles to graduating on time for students and increases negative emotions such as anxiety and stress conditions.

Meanwhile, based on the Law of the Republic of Indonesia No. 12 of 2012 concerning Higher Education (2012), it is stated that students must carry out the Tridharma of higher education, one of which is thesis research. The thesis is one of the graduation requirements for undergraduate students in Indonesia. Preparation for writing a thesis in a limited time, input and correction from lecturers, and confusion about where to start writing are some of the causes of delays in completing the thesis that was expected before (Moesarofah & Rahayu, 2023).

The phenomenon of academic procrastination in preparing a thesis also occurs among students of the Faculty of Pedagogy and Psychology (FPP) class of 2020, PGRI Adi Buana University Surabaya. Researchers found that students experience academic procrastination in preparing a thesis, due to the discrepancy between plans and implementation, choosing to do other more enjoyable activities such as playing smartphones or hanging out with friends, and low literacy, causing repeated delays. Even when preparing a thesis, students are also required to take part in the Introduction to School Field (PLP) and Real Work Lecture (KKN) courses, so the many demands of the tasks given by lecturers cause students to choose to postpone working on the thesis. Meanwhile, if this is done, students have a high risk of being delayed in completing the thesis.

According to Ghufron and Risnawita (2020), academic procrastination is caused by internal and external factors. Internal factors include physical and psychological conditions such as personality type, self-esteem, perfection, self-monitoring, and self-efficacy. While external factors include factors outside the individual such as social support in the form of parental care and environmental conditions. Self-efficacy as a predictor of academic procrastination is an individual's belief in his ability to organize and carry out actions to achieve goals, through efforts to assess levels and strengths throughout activities and contexts (Ghufron & Risnawita, 2020). Meanwhile, according to King (2014), self-efficacy is an individual's belief that he can master certain situations to produce various positive results. For individuals with high self-efficacy, it is easier to choose and take action to achieve the desired goals. However, low self-efficacy tends to increase academic procrastination.

In addition, social support is also a predictor of academic procrastination (King, 2014). Social support is in the form of information and feedback that can be obtained from peers. One important aspect of student life is social support from peers (Santrock, 1998). Peer support provides an opportunity for individuals to socialize with other individuals, control social behavior, and develop age-appropriate skills and interests (Kurniawan & Sudrajat,

2018). Lack of friend support can increase academic procrastination, and have the consequence of reducing the spirit of learning and responsibility in preparing the thesis. Based on the reviews that have been described, the researchers are interested in conducting a study entitled “The Effect of Self-Efficacy and Peer Support on Academic Procrastination in Preparing Thesis in Students”.

## METHOD

In this study, the method used was quantitative based on a cross-sectional approach. The research variables include independent variables, namely self-efficacy (X1) and peer support (X2). The dependent variable: is academic procrastination in preparing a thesis (Y). The research population was all FPP students in the Class of 2020, totaling 413 students. Furthermore, using random sampling techniques, the sample of this study amounted to 104 students consisting of 25 students of the guidance and counseling study program, 38 students of the elementary school teacher education study program, 35 students of the physical education study program, 2 students of the special education study program, and 4 students of the PG study program. PAUD.

Furthermore, data collection uses an academic procrastination measurement scale, a self-efficacy scale, and a peer support scale. The data analysis technique used is multiple linear regression analysis, which is a test used to predict whether there is an influence of the independent variable on the dependent variable.

## RESULTS AND DISCUSSION

### Regression Test Results

**Table. Multiple Regression Test Results**

MODEL		COEFFICIENTS <sup>A</sup>				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	107.571	4.864		22.117	0.000
	Efikasi Diri (X1)	-0.726	0.089	-0.644	-8.140	0.000
	Dukungan Teman Sebaya (X2)	-0.156	0.066	-0.188	-2.377	0.019

#### A. DEPENDENT VARIABLE: PROKRASINASI (Y)

Based on the table above, it can be seen that self-efficacy has a regression coefficient value of -0.726, meaning that an increase in self-efficacy will reduce academic procrastination behavior in preparing a thesis. Likewise, peer support has a regression

coefficient value of -0.156, meaning that an increase in peer support reduces academic procrastination behavior. In addition, table 3 above shows that the results of the t-test to determine the effect of self-efficacy on academic procrastination in preparing the thesis obtained  $t_{hitung} = 8.140$  and  $sig. = 0.000 < 0.05$ , it is concluded that there is an effect of self-efficacy on academic procrastination in preparing the thesis in students. Then, the results of the t-test to determine the effect of peer support on academic procrastination in preparing the thesis obtained  $t_{hitung} = 2.377$  and  $sig. = 0.019 < 0.05$ , it is concluded that there is an effect of peer support on academic procrastination in preparing the thesis in students.

Furthermore, the results of simultaneous multiple linear regression analysis tests are shown in the following table:

**Table. F Test Results**

ANOVA <sup>A</sup>						
MODEL		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5873.788	2	2936.894	74.164	.000 <sup>b</sup>
	Residual	3999.597	101	39.600		
	Total	9873.385	103			

**A. DEPENDENT VARIABLE: PROKRASTINASI (Y)**

**B. PREDICTORS: (CONSTANT), DUKUNGAN TEMAN SEBAYA (X2), EFIKASI DIRI (X1)**

Based on the table above, it is known that the value of  $F_{hitung} = 74.164$  and  $sig. = 0.000 < 0.05$ , it is concluded that there is an effect of self-efficacy and peer support on academic procrastination in preparing a thesis on FPP students class of 2020 PGRI Adi Buana University Surabaya.

**Table. Test Results of the Coefficient of Determination (R<sup>2</sup>)**

MODEL SUMMARY				
MODEL	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.771 <sup>a</sup>	0.595	0.587	6.293

**A. PREDICTORS: (CONSTANT), DUKUNGAN TEMAN SEBAYA (X2), EFIKASI DIRI (X1)**

**B. DEPENDENT VARIABLE: PROKRASTINASI (Y)**

Table 3 shows that self-efficacy and peer support have a joint contribution of 59.5% to academic procrastination in preparing a thesis. Meanwhile, the remaining 40.5% is influenced by other variables not examined in this study.

#### 1. The Effect of Self-Efficacy on Academic Procrastination in Compiling Thesis

Based on the results of the t-test to determine the effect of self-efficacy on academic procrastination in preparing the thesis, the  $t_{count} = 8.140$  and  $sig.=0.000 < 0.05$ , it is concluded that there is an effect of self-efficacy on academic procrastination in preparing the thesis. The partial regression coefficient value of the self-efficacy variable is  $-0.726$ , meaning that if the self-efficacy possessed by students is getting better, then academic procrastination in preparing the thesis will decrease by  $-0.726$ . Thus, the conclusion is that there is an effect of self-efficacy on academic procrastination in preparing a thesis for FPP students in the 2020 batch of PGRI Adi Buana University Surabaya.

This is in line with research conducted by Martono & Zubair (2023), where self-efficacy negatively and significantly affects academic procrastination in students, with a negative research direction, indicating that the higher the self-efficacy, the lower the academic procrastination, and vice versa, the lower the self-efficacy, the higher the academic procrastination. In addition, research conducted by Hanjani et al. (2022) also showed that there is a negative and significant effect of self-efficacy on academic procrastination.

According to Bandura in Ghufroon & Risnawita (2020), self-efficacy is an individual's belief in his ability to complete his tasks. Each individual has different self-efficacy from one another based on three aspects, namely: level, strength, and generalization (Bandura, 1997). The level is related to the difficulty when facing a task, strength is related to the belief in one's ability to complete certain tasks, and generalization is related to the consequences of individual behavior as a continuation of the beliefs held in completing certain tasks. Individuals with self-efficacy tend to make diligent efforts to solve various academic problems (Lubis, 2018). However, students with low self-efficacy tend to doubt their abilities which leads to academic procrastination (Simamora & Nababan, 2021).

#### 1. The Effect of Peer Support on Academic Procrastination in Thesis Preparation

Based on the results of the t-test to determine the effect of peer support on academic procrastination in preparing the thesis, it is obtained  $t_{count} = 2.377$  and  $sig.=0.019 < 0.05$ , it is concluded that there is an effect of peer support on academic procrastination in preparing the thesis. The partial regression coefficient value of the peer support variable is  $-0.156$ , meaning that if the peer support received by students is good, then academic procrastination in preparing the thesis decreases by  $-0.156$ . Thus, the conclusion is that there is an influence of peer support on academic procrastination in preparing a thesis for FPP students in the 2020 batch of PGRI Adi Buana University Surabaya.

This is in line with research conducted by Soben et al. (2021), where peer support has a significant and negative effect on academic procrastination. The negative value indicates the opposite relationship, that is, the more peer support increases, the more academic

procrastination decreases. Then, research conducted by Waty and Agustina (2022), that there is a negative and significant effect of peer support on academic procrastination. Peer support is one of the external factors of academic procrastination, including the provision of assistance or support provided by peers that individuals feel when needed (Sari & Indrawati, 2016). When students experience boredom and difficulty in compiling a thesis, friend support becomes an encouragement to continue and complete their thesis.

According to Hanapi and Agung (2018), peer support can be in the form of emotional support, appreciation, instrumental, information, and social networks. Thus peer support becomes a predictor of academic procrastination in preparing a thesis.

## **2. The Effect of Self-Efficacy and Peer Support on Academic Procrastination in Preparing Thesis**

Based on the results of the f test to determine the effect of self-efficacy and peer support on academic procrastination in preparing the thesis,  $f_{count}$  and  $sig.=0.000<0.05$  were obtained. So, it is concluded that there is an influence of self-efficacy and peer support on academic procrastination in preparing a thesis. Furthermore, the coefficient of determination ( $R^2$ ) value of 0.595 means that self-efficacy and peer support have a joint contribution of 59.5% to academic procrastination in preparing the thesis. While. The remaining 40.5% is influenced by other variables not examined in this study.

This is in line with research conducted by Handayani et al. (2021), where individuals with high self-efficacy and peer support can reduce or avoid procrastination behavior, and vice versa. Self-efficacy and peer support have an influence of 21% on the formation of academic procrastination. Furthermore, research conducted by Ibrahim and Ertina (2018) also shows a significant influence between peer support and self-efficacy on academic procrastination.

The implications of the research show that students who do not have the readiness to prepare a thesis are vulnerable to experiencing self-confidence in preparing a thesis, as a result, it takes a long time to complete the thesis, consider the thesis as an academic burden, fear when facing exams, difficulty dividing time with other activities, and various reasons that further hinder them in completing the thesis. Thus, preventive efforts to reduce academic procrastination behavior in preparing a thesis are by increasing self-efficacy and building peer support.

## **CONCLUSION**

The implementation of inclusive education in primary school learning in Kendari City, Southeast Sulawesi Province, has not been optimal in serving all the needs of students regardless of all differences. This can be seen from a) The model for providing education for children with disabilities in some primary schools in Kendari City, Southeast Sulawesi province, is an integrated inclusive school, which provides opportunities for students with disabilities to attend regular schools without special treatment tailored to the individual needs of the child, b) The implementation of learning for children with disabilities for all primary schools in Kendari City, Southeast Sulawesi province, which implement

inclusive education with an integrated inclusive school model, in terms of the learning process, still uses the curriculum, infrastructure, teaching and education personnel, learning media, and the grade promotion system and learning outcome report system still use the regular system for all students. So if there are certain learners experiencing difficulties in participating in education, then the consequences are the learners themselves who must adjust to the system required by regular schools.

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