

Original Article

Academic Procrastination, Family Environment and Learning Outcomes

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Received Date: 25 January 2024

Revised Date: 04 February 2024

Accepted Date: 09 February 2024

Published Date: 13 February 2024

Abstract: *The low learning outcomes of students in Indonesia are caused by several factors. Empirical evidence shows that academic procrastination is negatively correlated with learning outcomes, but recent research shows that academic procrastination can have a positive impact on learning outcomes. This research aims to determine 1) the influence of academic procrastination on learning outcomes and 2) whether the family environment moderates the influence of academic procrastination on learning outcomes. The research method used is a Systematic Literature Review. A search for relevant international journals was carried out on online publications published between 1999-2020. The findings of the analysis of articles from reputable journals show that academic procrastination can have a negative or positive effect on learning outcomes. In addition, it was found that when the family environment has a good parenting style for children, it will reduce the level of passive academic procrastination, thereby increasing learning outcomes. Good parenting patterns provided by parents also foster children's regulation and self-efficacy so that when they procrastinate, they carry out active procrastination, which can improve their learning outcomes.*

Keywords: *Academic Procrastination, Learning Outcomes, Family Environment.*

I. INTRODUCTION

Whether someone realizes that he is, a procrastinator is an interesting discussion. Procrastinators procrastinate to avoid something unpleasant, which leads them to choose to do other activities that are considered to provide pleasure. Several research results demonstrate the inverse relationship between academic procrastination and average grades due to poor performance, so learning outcomes are not optimal. Procrastinators have limited time and focus on their emotions (Solomon & Rothblum, 1984; Bui, 2010), depression (Saddler & Sacks, 1993), annoyance (Schouwenburg & Lay, 1995), lack of punctuality, difficulty following directions (Lay, 1986; Rothblum et al., 1986; Solomon & Rothblum, 1984), and health problems (Tice & Baumeister, 1997).

Another perspective on academic procrastination from several researchers (Choi & Moran, 2010; Alexander & Onwuegbuzie, 2007; Howell & Watson, 2007) shows that not all academic procrastination behavior has negative consequences for learning outcomes. They revealed that academic procrastination can also have a positive impact on learning outcomes. Even Tice and Baumeister (1997) revealed that some people believe that they work better under pressure. Several other research results regarding academic procrastination show how academic procrastination influences learning outcomes in the learning process. Seventy-five percent of students report having procrastinated at least once, fifty percent of them do so regularly, and ninety-five percent of those who procrastinate wish to cut back on their activity because it affects their emotions and performances (Burka and Yuen, 2008).

In the learning process, some factors influence learning outcomes; as stated by Slameto (2010), two factors generally influence learning outcomes, namely internal factors (physical, psychological and fatigue) and external factors (family, school and society). The factors described above will influence the student learning process and their learning outcomes. The level of learning outcomes obtained is closely related to these factors. The level of learning outcomes obtained is closely related to the factors that influence them: 1) Cognitive domain. These cognitive learning outcomes involve students in the process of memorizing, remembering, understanding, connecting and so on. 2) Affective domain. The reach of goals from the affective domain is awareness through acceptance of values. 3) Psychomotor domain, which concerns the domain of skills and muscle movements, so that students can perform the skills that are the learning objectives.

This research examines how academic procrastination influences learning outcomes with the family environment moderating variable between the two. Psychodynamic theory from Ferrari et al. (1995) revealed that someone's procrastination could not be separated from their childhood experiences. Childhood trauma and parenting mistakes can cause procrastination to emerge. Apart from that, family roles and work can interfere and give rise to role (situational) conflict and emotional



exhaustion, thus becoming an incentive for an individual to carry out academic procrastination, which can affect his learning outcomes.

II. LITERATURE REVIEW

Procrastination has been a problem since ancient times, and the Egyptians had two habits that describe procrastination and non-procrastination, both related to survival. The first is to avoid unnecessary habits and impulsive efforts so as to save energy. Meanwhile, the second is the habit of postponing tasks that should be done, such as not cultivating the fields at a time suitable to the flood cycle of the Nile. Even though it has been a problem since ancient times, Milgram (Ferrari et al., 1995) saw that procrastination is basically a modern disease, stating that its occurrence is only relevant in countries where technology is advanced, and punctuality is very important.

Procrastination can be observed in the gap between behavior and intention; the greater the mismatch between intention and behavior, the greater the procrastination action (Schraw et al., 2007; Steel, 2007; Lay, 1986). The intention and action gap refers to the extent to which a person follows through on their work plans, mood and performance being subjective and objective utility assessments, respectively. Basco (2010) views procrastination as tempting because it makes it possible to choose a little pleasure, joy and freedom from stress. Then, eliminate all the jobs you hate to do and replace them with the ones you prefer. According to him, procrastination is an obstacle on a person's path in life, and procrastination can slow down the progress of work and even deviate from its initial goal. Popular research on procrastination has previously been studied by several researchers, such as Ferrari et al. (1995) and Solomon and Rothblum (1984). They define academic procrastination as inadvertent procrastination of deadlines and pessimistic behavior that negatively impacts the results obtained because optimal performance becomes highly unlikely.

Meanwhile, other researchers (Chu & Choi, 2005; Choi & Moran, 2007; Alexander & Onwuegbuzie, 2007; Howell & Watson, 2007) provide a perspective on procrastination behavior and show two types of procrastination behavior, namely passive procrastination and active procrastination. Passive procrastination is procrastination that has a negative impact and is an unintentional act of delaying until a deadline. Meanwhile, active procrastination is a deliberate decision to delay doing a task, with the motivation to work under pressure and be able to complete it before the deadline with satisfactory results.

Procrastination can be carried out in various areas, one of which is in the academic area, namely procrastination carried out by students in learning. By designating academic work as the goal of procrastination and academic performance as the outcome of postponement, academic procrastination broadens the concept of general procrastination. Academic procrastination occurs at all ages and various levels of students as long as the students are still following the learning process (McCloskey, 2011). Academic procrastination is defined as a person's persistent failure to complete academic tasks in the specified amount of time (Schraw et al., 2007; Choi & Moran, 2010).

Academic procrastination is also defined as inadvertent procrastination of deadlines and pessimistic behavior that has a negative impact on the results obtained because optimal performance becomes very unlikely (Knaus, 2000; Solomon & Rothblum, 1984; Ferrari et al., 1995). Another concept of academic procrastination was put forward by Choi & Moran (2010), who emphasized active procrastination, mentioning four different characteristics, namely: 1) Preferring time pressure, 2) Delaying assignments on purpose, 3) being able to meet deadlines, 4) Satisfied with the results of their work.

Each student's tendency to procrastinate on assignments will be different, and there are other factors that play a role in influencing students' academic procrastination. Any student who procrastinates on academic assignments could be influenced by a lack of time management, poor study habits or irrational beliefs about procrastinating on assignments and doing them at the end of time (McCloskey, 2011). Some people work efficiently after procrastinating, and some people work better under deadline pressure (Ferrari et al., 1995). Therefore, this research discusses factors that can influence academic procrastination behavior.

McCloskey (2011) presents factors that cause students to procrastinate in academic areas, including:

- 1) Belief in ability. People who like to procrastinate tend to rationalize their tendency to procrastinate and their ability to work under pressure (Wohl et al., 2010). People who procrastinate either actively or passively will work under pressure, believing that they can work better under pressure. In fact, this view of ability has a psychological basis known as academic self-concept. Students view this idea as self-reflective and judge themselves based on how productive or ineffective they are as learners. Students who view themselves as effective will cram their assignments because of confidence in their abilities or a positive view of themselves.
- 2) Disturbance of attention. Various studies say that people who like to procrastinate are easily distracted by things that are more fun and interesting. Procrastinators tend to choose sleeping, watching television or playing rather than doing more important things and distracting themselves from responsibilities (McCloskey, 2011).
- 3) Social factors. Some people procrastinate as a result of disruption of social activities to procrastinate and have fun; they

believe delaying now will be successful later (Burka and Yuen, 2008). Social factors, such as friends or family, can prevent someone from engaging in procrastination behavior (McCloskey, 2011). Parental support is needed for someone to provide knowledge of good study time management without providing pressure or coercion to achieve a target that students must achieve (You, 2015).

- 4) Study time management skills. He (2017) revealed that many procrastinators spend time playing on the internet, especially social media, so the longer procrastinators play on social media, the more often students delay doing their assignments. Difficulty in managing time is the reason why someone engages in academic procrastination (Solomon & Rothblum, 1984). Procrastinators tend to deceive themselves by thinking that they still have plenty of time to complete a task (Basco, 2010).
- 5) Self-initiative: Procrastinating occurs not only because of social or situational factors but also because of traits or personality attitudes such as initiative. The initiative is the readiness or ability to start doing something enthusiastically. If someone lacks initiative, then they will not have the drive to complete the task (McCloskey, 2011).
- 6) Laziness. Laziness is one of the main causes of students procrastinating and accounts for 18% of procrastinating behavior, so they are reluctant to do assignments (Schraw et al., 2007; Solomon & Rothblum, 1984; McCloskey, 2011)

From the family side, what was discussed was whether the family environment would strengthen the influence of procrastination on learning outcomes. The family has a very strong influence on a child's development and personality because most of the child's life is in the midst of the family (Fuad, 2010). In the family environment, the father and mother are the most important people and educators for their children. The family environment is first and foremost in education, providing the basic foundation for the learning process in school and society (Sukmadinata, 2009). Education in the family environment is very important because it lasts for a very long time. The responsibility for education is very logical if it lies in the hands of both parents and cannot be handed over to other people unless the parents have limitations; the responsibility can be delegated to other people through the school. (Hasbullah, 2013).

The formation of good character and self-control is the result of education in the family environment. In a family, there are unwritten rules that shape a child's personality slowly but over a long period of time. The role of parents is very large in the successful formation of good character and self-control in children. Ferrari et al. (1995) revealed that procrastination behavior could occur because someone feels tired, lacks motivation, fear failure, self-regulation, self-efficacy, level of discipline, social relationships and family support. Many family factors influence this success. According to Slameto (2010), family factors include the way parents educate, relationships between family members, home atmosphere, family economic situation, parental attention and cultural background, which are very important factors in their influence on student learning outcomes.

III. RESULTS AND DISCUSSION

A) *Analysis of the Effect of Procrastination on Learning Outcomes*

The Influence of Active and Passive Academic Procrastination on Learning Outcomes: In order to ascertain how procrastination affects the learning outcomes of students, the family environment moderating variable is answered with a synthesis of the article analysis that has been carried out. This analysis provides the conclusion that academic procrastination can influence learning outcomes, both positively and negatively. There are also empirical studies regarding the role of the family environment in moderating the influence of academic procrastination on learning outcomes, which discusses the influence of the family environment on academic procrastination and learning outcomes.

Analysis carried out on several journal articles found several studies which stated that procrastination does not always have a negative impact on learning outcomes. The latest research on academic procrastination reveals that there is a positive impact of procrastination behavior, which is called active procrastination. In contrast, procrastination, which has a negative impact, is called traditional procrastination or passive procrastination. Passive procrastination is a maladaptive action that triggers negative thoughts. In contrast, active procrastination is an adaptive action that triggers a person to think more clearly when faced with tasks and deadlines that are only a few days away. An example is a person who uses procrastination to plan and gather important and useful information. Alternatively, students who initially have the intention to do the assignment immediately but fail to motivate themselves so they end up procrastinating.

In the journal written by Seo (2012), there are three findings regarding academic procrastination. The first findings revealed that there was no significant difference in learning outcomes between students who crammed to prepare for the exam a few hours before the exam. These students crammed one day before the exam or students who did not cram for their exam preparation in the group of active procrastinator students. The second finding is that there is a difference in learning outcomes between active procrastinators and passive procrastinators, where active procrastinators have better learning outcomes than passive procrastinators. However, these active procrastinators are students who cram their exam preparations a few hours before the exam. The third finding is the difference in motivation between active and passive procrastinators, where for active procrastinators, cramming tasks is a strategy for managing time to be more effective.

Active and passive procrastinators are perceived differently in terms of how they use and perceive the time they have, as well as in regard to their personality, motivational orientation, self-confidence, and coping mechanisms for stress. Cognitively passive procrastinators are people who do not intend to delay their work, but they often postpone tasks because of their inability to make decisions quickly and follow through. On the other hand, procrastinators actively act on the time decisions they have made, postponing their work for more important things or making observations about the tasks they will do. Effectively, when a deadline approaches, passive procrastinators feel pressured and pessimistic about achieving satisfactory results, thereby triggering feelings of guilt, regret and depression. Active procrastinators, when faced with a deadline, feel motivated and spark brilliant ideas to complete their tasks. Active procrastinators are tenacious and capable of finishing work right before the deadline. Different cognitive pathways and emotional responses combine to generate different behavioral or psychomotor patterns. Passive procrastinators, on the other hand, are more inclined to give up and abandon projects.

In a journal written by Chu & Choi (2005) discussing active procrastination, it is stated that procrastination is not just a time management problem but has become a complex problem involving affective, cognitive and psychomotor components. Actions of procrastination are very common among students from secondary students to postgraduate students, as stated by Alexander & Onwuegbuzie (2007), who stated that postgraduate students have the same tendency to procrastinate as undergraduate students. The results of the research also show that postgraduate students do not have strategies to overcome anxiety about facing evaluations, maladaptive perfectionism, which triggers a fear of failure and low self-regulation in carrying out the task of writing papers and memorizing for exams.

Procrastinators are divided into two types, namely active procrastinators and passive procrastinators. Active procrastinators are people who consciously carry out procrastination by controlling their time, self-confidence, stress management strategies and good academic performance. This is different from passive procrastinators, namely people who procrastinate without controlling their time so that when faced with a deadline, they do not have the confidence to complete assignments optimally and have poor academic performance. Active procrastinators have the same characteristics as non-procrastinators; they have higher time control, a higher level of use of time, and higher self-confidence than passive procrastinators.

What you need to know about active procrastinators is that even though they have organized activities, they do not have very structured time but are more flexible and sensitive to unexpected demands; they can work on these demands and postpone their tasks if they are deemed more urgent. As stated by Choi & Moran (2010), active procrastination has a negative relationship with structured time; active procrastinators tend to multitasking and will carry out continuous reorganization in determining the priority of the tasks they will complete. This is different from passive procrastinators who postpone doing tasks to do things they like and provide pleasure without managing their time.

Meanwhile, time management and stress are the causes and effects of procrastination. A person who can manage time well will avoid stress when carrying out procrastination because he has planned in advance when postponing a task and knows the best time he has to do the task. Meanwhile, someone who cannot manage their time tends to experience stress when they accidentally procrastinate. When someone experiences high stress or anxiety due to procrastination, they will feel negative emotions such as guilt and shame. So, the solution to overcome this is to forgive yourself; self-forgiveness is an emotional control that can have an influence on releasing oneself from feelings of guilt and provide motivation to do better tasks or not procrastinate in future tasks.

Apart from that, time management can be done to arrange time with a combination of clear goals. With a clear goal, someone will have hope when doing a task, whereas someone who has hope is less likely to procrastinate doing the task or carry out active procrastination. Because hope is something felt by active procrastinators while worry is something felt by passive procrastinators, the hope and anxiety felt by procrastinators are analogous to attitudes of optimism and pessimism. Therefore, someone who has clear goals can have hope and minimize procrastination, which has negative impacts.

Apart from solutions to overcome the consequences of procrastination, it is also necessary to pay attention to factors that can reduce or even prevent passive procrastination by increasing self-efficacy. Students who have high self-efficacy will also have high motivation to complete a task with good learning results because they have positive thoughts about themselves to manage the situation and believe that they are able to do the task well. On the other hand, students who have very low self-efficacy result in very low levels of motivation to improve, poor learning outcomes, and a lack of confidence to manage and determine their own future.

Apart from internal factors such as time management, self-control and self-efficacy, there are external factors that have a big influence on academic procrastination behavior, namely the threat of evaluation (situational influence). As stated in Bui's (2010) research, there is a significant interaction effect between evaluation concerns and academic procrastination, so there needs to be a discussion between teachers and students about what kind of evaluation can reduce students' levels of academic

procrastination and stimulate student motivation in doing assignments maximally. Apart from the threat of evaluation, an important thing that teachers need to pay attention to is the learning methods used, and learning methods can cause procrastination because the topics discussed cannot attract students' attention. It is necessary to modify models or learning that can attract students' attention, so that students can be interested in learning and doing assignments and reduce academic procrastination.

Evaluation becomes a threat that encourages students to carry out procrastination because of the trauma caused by the evaluation that students have felt or seen. An example is when a teacher evaluates students who have poor assignment results and then shows it to all students in the class. So, this triggers fear in other students or that students will experience the same thing when the work they do is not perfect. So, this puts pressure on psychology and triggers an attitude of perfectionism, which can be adaptive or maladaptive perfectionism.

Students with an adaptive perfectionism attitude will encourage a high level of motivation and develop strategies to do assignments perfectly or maximally in order to get a good evaluation. However, for students with maladaptive perfectionism, the threat of evaluation leads to fear of doing assignments, fear of making mistakes, and fear of not being able to do assignments perfectly. So, indirectly, students feel pressured and stressed. To reduce this feeling of stress, they choose to procrastinate and do things that are fun and that they like.

The active or passive procrastination that is carried out really depends on a person's point of view, for when facing a short deadline, someone can view that little time as more effective time so they believe they can get maximum results, or they feel that less time will not work. Enough to do the job with maximum results. It requires the ability to modify emotions and perspective to help overcome depression and procrastination. Some researchers say that procrastination is a short-term improvement in mood. At the same time, people who have resilience and good emotional regulation will be able to overcome the temptation to regulate their mood by procrastinating without thinking about the impact it will have.

There are two opinions from articles that have been analyzed regarding the influence of gender differences on procrastination behavior. According to Yockey (2016), there are differences in the level of procrastination between men and women, and women have higher productivity and good multitasking abilities compared to men, so women do more positive procrastination compared to men. This is different from the opinion of Focusin and Ferrari (2016), who state that there is no difference in the level of procrastination carried out by men and women.

Apart from that, there are also differences in views from a cultural perspective, as expressed by Choi & Moran (2010), who stated that Western culture considers procrastination to be a negative behavior indicating laziness which leads to poor performance and results. Therefore, western culture mostly rejects the idea of procrastination, which has a positive impact on active procrastination. These assumptions relate to the influence of time flow, time structure, past experiences, and present and future references regarding values related to time and time management.

These different views also produce different measures to measure the level of procrastination. Academic procrastination has several measurement scales that can be used, including the Procrastination Assessment Scale–Students or PASS (Solomon & Rothblum, 1984), the Tuckman Procrastination Scale (Tuckman, 1991) and the Academic Procrastination Scale or APS (McCloskey, 2011). APS is a unidimensional measurement scale (measuring one ability) that is used for academic procrastination, such as paper assignments and reading. In contrast, the Tuckman and PASS scales are more general procrastination measurement scales. We are able to determine that there are two types of academic procrastination: passive procrastination, which has a negative impact on the results of learning, and active procrastination, that had a favorable impact on the results of learning.

B) The role of the family environment in moderating the influence of procrastination on learning outcomes

The results of the analysis of several articles indicate that the family environment is one of the factors that influence academic procrastination behavior. Students have more time with their families, and the assignments given are work that is generally to be done at home so that the family environment, especially parents, have more freedom to control the tasks that must be done. Children's academic procrastination can be affected by their interactions and exposure to their parents, who serve as role models, educators, and reinforcers of their behavior.

Ferrari et al. (1995) revealed that someone's procrastination cannot be separated from their childhood experiences. Childhood trauma and parenting mistakes can cause procrastination to emerge. Senecal et al. (2001) also show that family roles and work can interfere and give rise to role (situational) conflict and emotional exhaustion, thus becoming an incentive for an individual to carry out academic procrastination, which can affect his learning outcomes.

From the two views of the researchers above, it can be analyzed that procrastination can occur due to a person's childhood trauma caused by wrong parenting patterns carried out by parents. In reality, parents found forms of parenting such as permissive parenting, namely parenting that gives children freedom without providing guidance or control to the child. Authoritarian parenting is a parenting style that places absolute limits on children without listening to the child's opinion about the rules given and gives full responsibility for carrying out applicable norms. Democratic parenting is a parenting style that instills discipline in children by giving them freedom, which is not absolute, with full guidance from parents.

In an article written by Milgram and Toubiana (1999), it was revealed that mothers have a greater influence on their children; this is because mothers are more present at home than fathers and are more regularly available to children. Then it was also explained that the higher a person's level of education, the influence of parental involvement decreases; this is due to the increasing complexity of school work, as well as the pressure of adolescents to have greater personal autonomy and changes in maturity that encourage parents to provide greater personal autonomy to their children. This makes them learn to have personal standards for doing their school work, and at the same time, there is a lack of concern to complete the assignments promptly.

Several studies (Milgram & Toubiana, 1999; Senecal et al., 1955 and Pychyl et al., 2002) explain that a parenting style that is suitable for preventing procrastination behavior is a democratic parenting style where this parenting style gives students the freedom not to be absolute in making choices with guidance and direction from parents. Children's self-efficacy will grow when the family environment provides freedom and respects children's opinions so that children will not do things they do not want due to coercion from their parents and encouraging them to engage in procrastination.

It is different if children have an authoritarian parenting style; they may do things they do not really like because they are not given a choice or freedom to express their opinions. Likewise, children who have a permissive parenting style are too free to choose what they do without supervision and control. Children who have an authoritarian parenting style tend to procrastinate because they feel forced to do things they do not want to, or children with a permissive parenting style will tend to procrastinate. This is because they have no control and are too free to do things they think are fun and do not know what they should complete or do. Senecal et al. (1955) revealed that students who make their own choices are less likely to procrastinate than those who cannot make their own choices.

Meanwhile, the article written by Pychyl et al. (2002) shows the influence of different parenting patterns between fathers and mothers. His research revealed a significant negative relationship between maternal democratic parenting and procrastination. However, for fathers, it was found that there were differences in the influence of parenting styles on children's gender. For boys, fathers' democratic parenting patterns were not significantly related to procrastination, but there was a significant negative relationship between democratic parenting styles and procrastination for girls. In the mother's authoritarian parenting style, there was no significant relationship found for boys or girls. However, there was a significant positive relationship between the father's authoritarian parenting style and academic procrastination, and there were also differences in its effect on the child's gender.

Fischer and Crawford (1992) have shown that authoritarian parenting appears to have a greater effect on women's personalities than on men's personalities. In addition, findings (Pychyl et al., 2002) show that fathers' parenting styles have a greater impact on the procrastination of their teenage children than mothers. For permissive parenting, no significant results were found for analyzes involving mothers and fathers.

According to Pychyl, there are direct (parental involvement) and indirect (parental modeling) effects from the influence of parental parenting on children's academic procrastination. For example, indirect effects, such as the mother's personal behavior being noticed by the child, are just as effective in influencing the child's behavior as direct effects, such as their involvement in the children's learning arrangements. The division of parental performance is very important; this division is reflected in the form of father and mother involvement. Even though fathers are less involved in daily routines, this is considered an appropriate responsibility for mothers and fathers.

The family environment is a variable that has a very big influence on a person's procrastination actions because the family environment, especially the parenting style of parents, really determines a person's personality and even habits, including academic procrastination actions. The family environment is important because they are the ones who shape children's character from childhood and spend much time with children from childhood to adulthood. It can be concluded that the family environment is a factor that influences individual procrastination behavior. Indirectly, the family environment is stated to be a variable that can moderate the influence of active and passive academic procrastination on student learning outcomes, according to the theories and articles described previously.

IV. CONCLUSION

Academic procrastination has both positive and negative influences on learning outcomes. This depends on how students respond to the impact of procrastination and the student's goals in carrying out procrastination. Time management and stress are the causes of procrastination behavior; where active procrastinators have good time management, while passive procrastinators have poor time management, so when procrastinating and facing deadlines, they feel pressured, stressed, have no strategy and focus on emotions and gain work results that are not optimal and obtain poor learning results. The family environment, especially parental parenting, is the main factor that influences procrastination behavior and student learning outcomes, so the family environment can indirectly be used as a moderating variable between the influence of academic procrastination on student learning outcomes.

Interest Conflicts

The authors declare that there is no conflict of interest with respect to the publication of this paper.

Funding Statement

This research is purely self-funded; there is no involvement of other parties in funding.

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