The Influence Of Self-Regulation And Social Support On Academic Procrastination Among Students

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A R T I C L E   I N F O

A B S T R A C T

This study investigates the influence of self-regulation and social support on academic procrastination among students at one of the private universities in Jakarta. Academic procrastination, defined as the intentional delay of academic tasks despite awareness of negative consequences, is a prevalent issue that undermines student performance, increases stress, and affects well-being. This quantitative research employed a census sampling method, involving 96 students from the Faculty of Education. Data were collected using validated psychometric scales: academic procrastination (14 items, α=0.833), self-regulation (19 items, α=0.839), and social support (18 items, α=0.946). Simple and multiple linear regression analyses, conducted with IBM SPSS Statistics 24, revealed significant results. Self-regulation exhibited a strong negative effect on academic procrastination (t=-7.189, p=0.000<0.05, β=-0.596), indicating that enhanced self-regulatory skills, such as goal-setting and time management, reduce procrastination tendencies. Social support also demonstrated a significant negative effect (t=-2.829, p=0.006<0.05, β=0.280), suggesting that encouragement from family and peers mitigates delay behaviors. Together, self-regulation and social support significantly predicted academic procrastination (F=25.629, p=0.000<0.05), explaining 35.5% of the variance. These findings highlight the critical roles of self-regulation and social support in addressing academic procrastination. Practically, the results advocate for interventions like time management workshops and peer support groups to foster academic productivity. This study contributes to educational psychology by offering evidence-based strategies to reduce procrastination, enhancing student success and well-being in higher education settings.

Introduction

Education is a transformative process that fosters intellectual, emotional, and behavioral development, equipping individuals to navigate personal, professional, and societal challenges. Students are expected to demonstrate autonomy, critical thinking, and

disciplined time management to meet rigorous academic demands and prepare for future careers. However, academic procrastination a pervasive behavior defined as the intentional delay of academic tasks despite awareness of negative consequences, poses a significant barrier to achieving these expectations. At one of the private universities in Jakarta, academic procrastination is a prevalent challenge, particularly among final year students working on their theses. Students frequently cite complex tasks, competing personal and academic priorities, lack of intrinsic motivation, and insufficient social support as key contributors to their procrastination tendencies. These issues reflect broader challenges in higher education, both in Indonesia and globally, necessitating a deeper exploration of the factors driving procrastination to inform targeted interventions that enhance student productivity and well-being.

Academic procrastination is characterized as the habitual postponement of academic tasks, often driven by discomfort, disinterest, or fear of failure (Warsiyah, 2015). Ferrari, Johnson, and McCown (1995) describe it as a stable behavioral trait marked by consistent task avoidance and irrational beliefs, such as underestimating the time required to complete tasks or overestimating one's ability to perform under pressure. Steel (2007) emphasizes its deliberate nature, noting that procrastinators knowingly delay tasks despite anticipating negative outcomes, such as lower grades, delayed graduation, increased anxiety, and diminished self-esteem. These consequences are particularly pronounced in higher education, where students face complex, self-directed tasks like thesis writing, which demand sustained effort and discipline. In Indonesia, studies suggest that up to 70% of university students engage in procrastination behaviors (Ghufron, M., & Risnawati, 2017), a trend observed at one of the private universities in Jakarta. Faculty and student reports indicate that procrastination is exacerbated by heavy course loads, unclear task expectations, and limited access to academic support resources, highlighting the need for context-specific research to address this issue.

Self-regulation, a critical factor in mitigating academic procrastination, refers to the self-directed process through which individuals manage their thoughts, emotions, and behaviors to achieve specific goals (Zimmerman, 2000). This process encompasses cognitive strategies, such as setting clear objectives and planning tasks, as well as emotional and behavioral control to resist distractions and maintain focus. According to Bandura's (1986) social cognitive theory, self-regulation involves a triadic interaction between personal factors (e.g., motivation), environmental influences (e.g., academic demands), and behavioral outcomes (e.g., task completion). Zimmerman's (2000) cyclical model of self-regulated learning delineates three phases: forethought (planning and goal-setting), performance (task execution and self-monitoring), and self-reflection (evaluation and adjustment). In an academic context, students with strong self-regulatory skills can prioritize assignments, allocate time efficiently, and resist temptations such as social media or

socializing, thereby reducing procrastination tendencies. For example, a student who sets specific milestones for thesis writing, monitors progress daily, and adjusts strategies based on feedback is less likely to delay tasks compared to one who lacks a structured approach. Conversely, deficits in self-regulation, such as poor time management or impulsivity, are strongly associated with increased procrastination (Febritama & Sanjaya, 2018).

Social support, defined as the encouragement, appreciation, and assistance provided by family, friends, peers, or academic advisors, plays a pivotal role in reducing academic procrastination (Sarafino, 2006). Social support can take multiple forms: emotional support (e.g., encouragement to persevere through challenges), instrumental support (e.g., sharing study resources), and informational support (e.g., advice on task management). DiMatteo (2004) highlights that social support enhances individual well-being by buffering stress and fostering a sense of belonging and motivation. In academic settings, supportive relationships create accountability and reduce feelings of inadequacy that contribute to task avoidance. For instance, a peer group that meets regularly to discuss thesis progress can foster a sense of shared responsibility, encouraging timely task completion. Afriansyah (2019) found a significant negative correlation between peer social support and academic procrastination among Indonesian students, suggesting that supportive social networks enhance motivation and reduce delay behaviors. In Indonesia's collectivist culture, where family and community ties are highly valued, social support may be particularly influential in shaping academic behaviors.

The interplay between self-regulation and social support offers a promising avenue for understanding and addressing academic procrastination. Social support may enhance self-regulatory efforts by providing external structure, motivation, or resources that reinforce students' internal discipline. For example, encouragement from peers may boost a student's confidence in setting realistic goals, while advice from lecturers can improve task-planning strategies. Conversely, strong self-regulation may enable students to leverage social support more effectively by seeking out relevant resources or collaborating with peers proactively. This potential synergy suggests that the combined effect of self-regulation and social support may be greater than their individual contributions. However, prior studies have rarely explored this interaction in depth, particularly in specific cultural contexts like Indonesia. Understanding how these factors interact can inform comprehensive interventions that address both internal and external drivers of procrastination.

Indonesia's collectivist culture, which emphasizes family and community support, may amplify the role of social support in academic settings, as students often rely on family or peers for motivation and guidance. However, these support networks can be strained by urban demands, such as long commutes or financial responsibilities, leaving students to rely heavily on self-regulation to manage their academic tasks. At the institutional level, limited access to academic advisors or structured support programs may further hinder students'

ability to overcome procrastination. These contextual factors underscore the need for research tailored to this specific population to develop culturally and institutionally relevant interventions.

This study aims to investigate the influence of self-regulation and social support on academic procrastination among final-year students at one of the private universities in Jakarta. The specific objectives are threefold: (1) to examine whether self-regulation reduces academic procrastination by enhancing students' ability to manage tasks effectively; (2) to assess whether social support mitigates procrastination through external encouragement and resources; and (3) to explore whether self-regulation and social support together have a synergistic effect on reducing procrastination. The research questions are: Does self-regulation influence academic procrastination? Does social support affect academic procrastination? Do self-regulation and social support collectively predict academic procrastination? The hypotheses propose that self-regulation and social support, both individually and jointly, have significant negative effects on academic procrastination.

The significance of this study lies in its potential to inform educational practice and policy in Indonesia's higher education sector. By identifying the roles of self-regulation and social support, the study can guide the development of targeted interventions, such as time management workshops, peer mentoring programs, or family engagement initiatives, to reduce procrastination. These interventions are particularly relevant for final-year students working on theses, as delays at this stage can extend study duration and hinder graduation. At one of the private universities in Jakarta, where students face diverse academic and personal pressures, such strategies could address specific challenges, such as balancing coursework with part-time work or navigating complex assignments. Moreover, the findings contribute to the broader field of educational psychology by providing evidence-based insights into the mechanisms underlying procrastination, offering a foundation for scalable interventions that enhance student success and well-being in Indonesia and beyond.

Method

To examine the influence of self-regulation and social support on academic procrastination, this study adopted a quantitative correlational approach, designed to quantify the relationships between these variables through statistical analysis. The research was conducted at one of the private universities in Jakarta, specifically targeting final-year students in the Faculty of Education who were actively working on their theses. This population was selected due to the high prevalence of procrastination in thesis writing, a critical academic task requiring sustained effort and self-discipline. The study employed a census sampling method, including all eligible students who met the inclusion criteria (i.e., active final-year students enrolled in the Faculty of Education and currently working on their theses), resulting in a sample of 96 participants. This approach ensured maximum

representativeness within the defined population, capturing the full range of experiences related to academic procrastination in this context.

The study utilized a correlational research design to assess the relationships between the independent variables self-regulation and social support, and the dependent variable, academic procrastination. Self-regulation is conceptualized as the ability to control thoughts, emotions, and behaviors to achieve academic goals, encompassing processes such as goal setting, time management, and self-monitoring (Zimmerman, 2000). Social support was defined as the emotional, instrumental, and informational assistance provided by family, peers, or academic advisors to foster academic success (Sarafino, 2006). Academic procrastination was operationalized as the tendency to delay academic tasks, leading to negative outcomes such as stress, lower grades, or delayed graduation (Steel, 2007). The correlational design was appropriate for testing the hypotheses, which posited that self-regulation and social support, both individually and collectively, have significant negative effects on academic procrastination.

The study population consisted of all final-year students in the Faculty of Education at one of the private universities in Jakarta who were actively working on their theses during the data collection period. Using a census sampling technique, all 96 eligible students were included in the sample, ensuring comprehensive coverage of the target population. Participants were predominantly final year students, typically aged early to mid-twenties, with a mix of male and female students, reflecting the demographic composition of the faculty. The inclusion criteria ensured that only students actively engaged in thesis writing were included, as this group faces unique procrastination challenges due to the self-directed nature of the task. No exclusion criteria were applied beyond enrollment status and thesis activity, maximizing the sample's representativeness within the specified context.

Data were collected using three psychometric scales, each developed based on established theoretical frameworks and rigorously tested for validity and reliability. The Academic Procrastination Scale, adapted from indicators proposed by Ghufron and Risnawati (2017), consisted of 14 items measuring behaviors such as delaying assignments or studying until the last minute (e.g., "I often postpone starting my thesis work until the deadline approaches"). The scale demonstrated high reliability (Cronbach's alpha = 0.833) and validity, with item-total correlations exceeding Guilford's criterion ($r > 0.3$, ranging from 0.35 to 0.68 across items). The Self-Regulation Scale, based onZimmerman's (2000) model, comprised 19 items assessing aspects like goal-setting, time management, and self-monitoring (e.g., "I set specific goals for completing sections of my thesis"). This scale achieved a reliability coefficient of 0.839 and satisfactory validity (item-total correlations ranging from 0.32 to 0.71). The Social Support Scale, developed with reference to Sarafino's (2006) framework, included 18 items capturing emotional, instrumental, and informational support (e.g., "My peers provide helpful feedback on my academic work"). This scale

exhibited excellent reliability (Cronbach's alpha = 0.946) and strong validity (item-total correlations ranging from 0.38 to 0.75). All scales utilized a 5-point Likert format, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), ensuring consistency in response measurement. The scales were developed by adapting existing instruments to the study's context, with items reviewed by a panel of psychology lecturers to ensure content validity.

Table 1.

Scale Name	Number of Items	Reliability (α)	Validity (Item total r > 0.3)	Response Format
Academic Procrastination	14	0.833	0.35 – 0.68	5-point Likert: Strongly Disagree – Strongly Agree
Self-Regulation	19	0.839	0.32 – 0.71	
Social Support	18	0.946	0.38 – 0.75	

Data collection was conducted over one week. The three psychometric scales were administered using Google Forms, selected for its accessibility and efficiency in reaching participants. The survey link was distributed through the university's administrative office, which acted as a liaison to ensure the questionnaire reached all eligible final-year students working on their theses. The administrative office disseminated the survey link via official communication channels, including student email lists and faculty WhatsApp groups, to maximize participation. Prior to completing the survey, participants received an informed consent form embedded in Google Forms, outlining the study's purpose, voluntary nature, confidentiality measures, and their right to withdraw at any time without consequences. Participants were given one week to complete the survey, with a reminder sent three days before the deadline to encourage participation. The administrative office collected and verified the completeness of responses before transferring the anonymized data to the research team for analysis. This process ensured ethical compliance, with data stored securely on password-protected servers and accessible only to the research team. The procedure accommodated students' schedules, as many balanced their thesis work with part-time employment or other responsibilities, ensuring high response rates and data quality.

Data analysis was performed using IBM SPSS Statistics (Version 24). The analysis began with descriptive statistics to summarize the distribution of scores for academic procrastination, self-regulation, and social support, including means, standard deviations, and ranges. Normality testing was conducted using skewness and kurtosis values to confirm the data's suitability for parametric analysis, with values within acceptable ranges (± 2). Simple linear regression was employed to examine the individual effects of self-regulation and social support on academic procrastination, providing insights into their direct contributions. Multiple linear regression was used to assess the combined effect of both independent variables, testing the hypothesis of their synergistic influence. Additionally,

stepwise regression was conducted to explore the relative contribution of each variable, addressing potential overlaps in their predictive power. The significance level was set at $p < 0.05$ to ensure robust statistical conclusions. Assumption tests, including linearity and homoscedasticity, were conducted to validate the regression analyses. This comprehensive analytical approach enabled a thorough examination of the relationships between self-regulation, social support, and academic procrastination, aligning with the study's objectives.

Conclusion

This study directly addresses the research objectives by examining the influence of self-regulation and social support on academic procrastination among final-year students at one of the private universities in Jakarta. First, self-regulation significantly reduces academic procrastination by equipping students with the ability to manage tasks effectively through structured goal-setting, disciplined time management, and proactive self-monitoring (Zimmerman, 2000). Students who develop these skills can break down complex thesis tasks into manageable steps, prioritize deadlines, and resist distractions, thereby minimizing delays. Second, social support mitigates procrastination by providing emotional encouragement, instrumental resources, and informational guidance from peers, family, and academic advisors (Sarafino, 2006). Such support fosters a sense of accountability and motivation, enabling students to maintain momentum in their academic work. Third, the combination of self-regulation and social support exhibits a synergistic effect, as supportive relationships amplify students' self-regulatory efforts, creating a robust framework for reducing procrastination more effectively than either factor alone.

These findings offer critical insights for addressing academic procrastination in Indonesia's higher education context, particularly at institutions facing urban and cultural challenges. To translate these insights into practice, universities should implement targeted interventions tailored to the needs of final-year students. Self-regulation workshops, integrated into orientation programs or academic curricula, can teach students to set realistic goals, use digital planners, and monitor progress, addressing barriers like competing work commitments in Jakarta's fast-paced environment. Peer mentoring programs can create supportive networks where students share thesis strategies and provide mutual encouragement, fostering accountability. Engaging families through university-led initiatives, such as parent seminars on supporting academic progress, can leverage cultural strengths to reinforce student motivation. Additionally, institutions should develop accessible academic support systems, such as online resources for time management or increased advisor availability, to reduce procrastination and enhance graduation rates.

The findings also pave the way for future research to deepen the understanding of academic procrastination. Longitudinal studies are recommended to track how self-

regulation and social support influence procrastination over time, capturing dynamic changes during thesis writing. Mixed-methods approaches could combine quantitative data with qualitative interviews to explore students' personal experiences, revealing nuanced factors like stress or cultural expectations. Investigating additional variables, such as personality traits (e.g., conscientiousness), academic workload, or institutional support structures, could provide a more holistic view of procrastination's drivers. Replicating this study across diverse faculties or institutions in Indonesia would enhance its generalizability, informing scalable interventions for diverse student populations. By addressing procrastination through integrated strategies, higher education institutions can empower students to achieve academic excellence, improve well-being, and prepare for professional success in a competitive global landscape.

In conclusion, this study affirms that self-regulation and social support are pivotal in reducing academic procrastination, offering a clear path for evidence-based interventions. Universities in Jakarta and beyond should prioritize skill-building programs and supportive environments to address the unique challenges faced by final-year students, ensuring timely task completion and fostering resilience. These efforts align with Indonesia's educational goals of producing graduates equipped to meet modern demands, underscoring the urgency of implementing culturally relevant strategies to support student success.

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