

The Relationship between Self-Concept and Academic Procrastination in Al-Washliyah 3 High School Students in Medan

Yopa Jelita Tendang¹, Eki Widiyananda br Ginting², Wardatul Hasanah Harahap³, Meliya Rahmah Pohan⁴, Sukma Sembiring⁵, Ramadhani⁶
¹²³⁴⁵⁶Universitas Muslim Nusantara Al-Washliyah Medan

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Abstract

Students' self-concept is very important because it can influence learning motivation, engagement, and academic achievement. Meanwhile, academic procrastination is the behavior of postponing academic tasks or obligations that should be completed. The aim of this research is to determine the extent of self-concept and academic procrastination in students and to find out whether there is a relationship between self-concept and academic procrastination at SMA Al-Washliyah 3 Medan. The population of this study was SMA Al-Washliyah 3 Medan and the research sample was all 24 students in class X-C. The data collection method used is the self-concept scale and academic procrastination. This research uses a quantitative approach with correlational methods. Based on the results of data analysis regarding the relationship between self-concept and academic procrastination in students which was carried out using a correlation test in this study, the correlation coefficient value was (r) 0.519 and the significant value (p) was 0.009 ($p < 0.05$). The results of this research state that there is a relationship between self-concept and academic procrastination in students at SMA Al-Washliyah 3 Medan. The correlation coefficient value also explains that the better a student's self-concept, the less academic procrastination behavior they carry out.

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Corresponding Author:

Yopa Jelita Tendang

Universitas Muslim Nusantara Al-Washliyah Medan

Email: yopajelitatendang@gmail.com

1. INTRODUCTION

The Father of Indonesian National Education, Ki Hajar Dewantara, defined the meaning of education; "Education is a requirement in the life of children's growth. What this means is that education guides all the natural strengths that exist in children, so that they as humans and as members of society can achieve the highest safety and happiness [1]. Every individual has the right to receive quality education in order to bring change and improvement in his life. In Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter 1 Paragraph 1 explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state [2].

Buston views learning as a change in behavior in the individual and in the individual with their environment [3]. By learning a person experiences a quality of behavior, such as having knowledge, information and skills so that they can be used in everyday life [4]. Studying is the main task for a

student, but not all students have good learning management skills. This learning management can affect their achievement or learning outcomes. One of the learning management problems that school students often face is delays in completing assignments [5]. In the field of education, the tendency to postpone assignments until a predetermined deadline is referred to as academic procrastination [3].

Procrastination is a behavior that is inefficient in using time and there is a tendency not to immediately start a job when facing a task [1]. Procrastination is an act of delaying that is carried out deliberately even though it will be faced with a bad situation. Students who have the nature of procrastinating will tend not to start and do their assignments immediately when they receive the assignment [6]. Procrastination behavior usually occurs when students receive assignments from teachers and do not immediately complete them for various reasons. When a student cannot utilize his time well, wastes time in vain, likes to procrastinate work by doing activities that are less useful so that assignments are neglected and he is not optimal in completing assignments, then there is the potential for students to be hampered in achieving success and tend to get failure [7].

There are two factors that influence procrastination, namely internal factors and external factors. Internal factors come from within the individual such as physical and psychological conditions, while external factors come from outside the individual including parenting patterns and environmental influences [8]. In the psychological aspect, one of the factors related to academic procrastination is self-concept [3]. Self-concept is a combination of feelings, attitudes and perceptions from the subconscious or conscious world, including how individuals know themselves and all aspects of their life, which are based on psychological and spiritual aspects and provide us with guidance and references that influence our attitudes towards situations and relationships with people. others [9]. *Self-concept* or self-concept is a description of self-perceptions which include individual perceptions regarding their characteristics and abilities, individual perceptions related to their environment, individual perceptions about the quality of life, and their goals or aspirations [3].

High self-concept and low self-concept refer to the way individuals view their beliefs and values so that they can influence their relationships with themselves and others. A high self-concept increases students' self-confidence in their abilities and increases their ability to think positively about what they can do to succeed. With a positive self-concept, a person will be optimistic, dare to try new things, dare to succeed and dare to fail, be full of self-confidence, be enthusiastic, feel worthy, dare to set life goals, and behave and think positively [10]. On the other hand, students who have low self-concept feel that they are weak, unable to do anything, always fail, are not liked, and are even unattractive to other people. A bad self-concept will result in a lack of self-confidence, not daring to try new things, not daring to try challenging things, fear of failure, fear of success, feeling stupid, low self-esteem, feeling worthless, feeling unworthy of success, pessimistic and there are many other inferior behaviors [11]. A positive self-concept also plays a role in reducing a student's level of procrastination [9].

Based on the results of researchers' interviews with guidance and counseling teachers at schools, various problems always arise in the learning process, one of which is negative self-concept. These problems are often experienced by students at school, such as lack of self-confidence, loss of interest in life, and a weak view of themselves. This self-concept problem gives rise to academic procrastination behavior in students, such as the habit of procrastinating on assignments given by the teacher, prioritizing activities they like, difficulty dividing time between studying and activities they like, and a lack of sense of responsibility towards assignments. As a result, these assignments are often submitted late or not even completed.

2. RESEARCH METHOD

The approach used in this research is a quantitative approach. According to Sugiyono (2017) a quantitative approach is research in the form of numbers and analysis using statistics [12]. According to Rumengan (2013), quantitative research emphasizes testing theory through measuring research

variables with numbers and analyzing data using statistical procedures [13]. This research uses a quantitative approach with a correlation research type to find the relationship between two variables, namely variable x (self-concept) and variable y (academic procrastination).

The population in this study were students at SMA Al-Washliyah 3 Medan, while the sample in this study was all students in class X-C, totaling 24 students. The data collection technique in this research used observation and distributed questionnaires aimed at respondents, namely 24 class X-C students.

According to Sugiyono (2019) a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer [14]. A questionnaire is an efficient data collection mechanism if the researcher knows clearly what is required and how to measure the variables of interest. The questions in a set of questionnaires are about indicators of the concept. Questionnaires are an efficient data collection technique if the researcher knows exactly the variables to be measured and knows what to expect from respondents [15].

This research questionnaire grid uses indicators that are determined to function as criteria for assessing self-concept (x), according to Subaryana (2016), namely maturity age, personal appearance, family relationships, peers, creativity and ideals [16]. The indicators set function as criteria for academic procrastination (y), according to M. more fun [17]

Table 1. Self-Concept Questionnaire Grid

NO	VARIABLES X	INDICATOR	ITEM NUMBER	
			Favorable (+)	Unfavorable (-)
1.	Self-Concept	1. Age of maturity	1,2	3
		2. Personal appearance	4,5,6	7
		3. Family relationships	8,9	10
		4. Peers	11,12	13
		5. Creativity	14,15,16	17
		6. Date-date	18,19	20

Table 2. Academic Procrastination Questionnaire Grid

NO	VARIABLES AND	INDICATOR	ITEM NUMBER	
			Favorable (+)	Unfavorable (-)
1.	Procrastination Academic	1. Delays in starting and completing tasks	3,4,5	1,2

		2. Delay in completing assignments	9,10	6,7,8
		3. Time gap between plan and performance actual	13,14,15	11,12
		4. Do activities that are more enjoyable	18,19,20	16,17

The data obtained was analyzed using statistical techniques. This analysis process includes grouping and sorting data. Several techniques applied include a normality test to ensure data distribution, a linearity test to determine whether there is a linear relationship between self-concept and academic procrastination, and a correlation test to identify the relationship between these two variables.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

Based on the graph below, it can be concluded that Peers are the most influential aspect in shaping a person's self-concept, with the highest score of 80. On the other hand, Family Relationships have the lowest contribution with a score of 70. Other aspects such as Ideals, Creativity, Personal Appearance and Maturity Age also plays an important role, although the values are at the middle level.

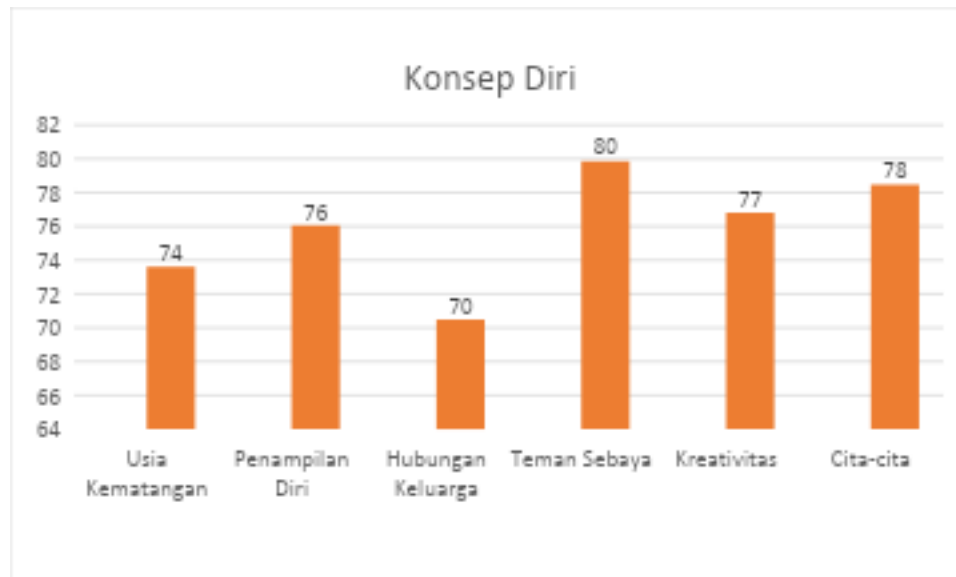


Figure 1. Graph of the Average Value of Self Concept

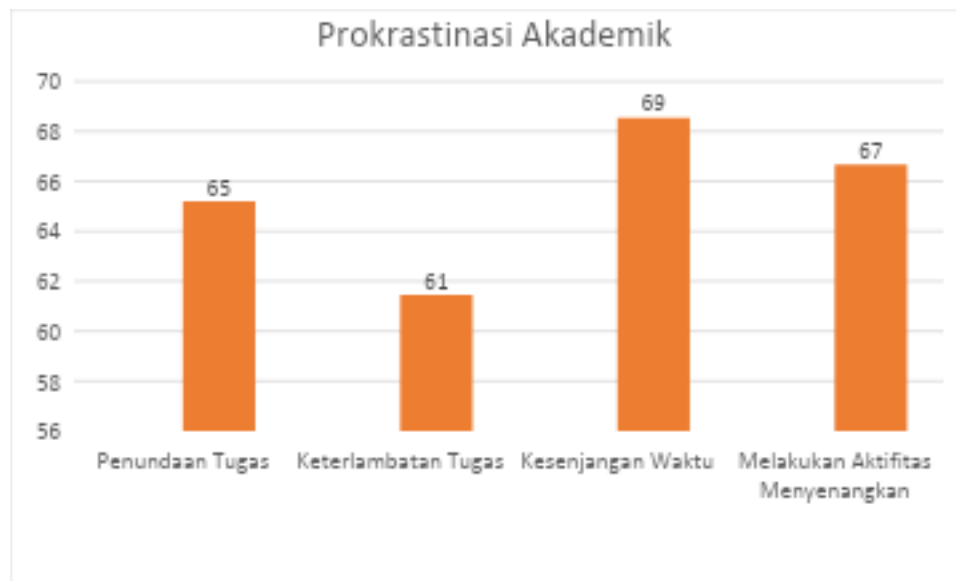


Figure 2. Average Value Graph Procrastination Academic

Based on the graph above, it can be concluded that Time Gaps are the most influential aspect in shaping a person's academic procrastination, with the highest value of 69. On the other hand, Delay in Tasks has the lowest contribution with a value of 61. Other aspects such as Delaying Tasks and Carrying Out Activity Fun also plays an important role, although its value is at a medium level.

The data obtained was then analyzed using statistical formulas, so the technique used in this research was a normality test. The data normality test is a procedure used to determine whether the data comes from the same population distribute normal or within the normal distribution [18]. The normality test aims to analyze whether the data is normally distributed or not. The criteria for testing normality with a significance level of 5% are that H0 is accepted if the significance value (p-value) is ≥ 0.05 . The following is a table of normality test calculation results.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test

			Self-Concept	Academic Procrastination
N			24	24
Normal Parameters ^{a,b}	Mean		60.75	52.38
	Std. Deviation		3.040	5.515
Most Extreme Differences	Absolute		.118	.176
	Positive		.093	.176
	Negative		-.118	-.108

Test Statistic	.118	.176
Asymp. Sig. (2-tailed)	.200 ^{c,d}	.053 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the results of calculating the distribution data in the table above, it can be seen, this proves that the Sig. (2-tailed) self-concept variable (x) $0.200 > 0.05$ and Sig value. (2-tailed) academic procrastination variable $0.053 > 0.05$, with a significance level above 0.05. So, it can be concluded that the variables have a normal distribution.

According to [19] the linearity test can be used to determine whether the dependent variable and the independent variable have a significant linear relationship or not. Duwi Priyatno (2014:79) [20] explains that two variables have a linear relationship if they are significant (*Deviation for Linearity*) more than 0.05.

Table 4. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Say.
Academic Procrastination * Self-Concept	Between Groups	(Combined)	397.125	10	39.713	1.707	.181
		Linearity	188.706	1	188.706	8.110	.014
		Deviation from Linearity	208.419	9	23.158	.995	.488
	Within Groups		302.500	13	23.269		
Total			699.625	23			

Based on the results of the Linearity Test above, it can be seen that the significant value of *Deviation from Linearity* of 0.488, this value is greater than 0.05. So, it can be concluded that there is a linear relationship between the variables of self-concept and academic procrastination.

Next, the calculation of the correlation coefficient between data variables is processed using *SPSS 23.0* to find out the correlation/relationship between self-concept and academic procrastination. According to Yusuf (2014) correlational research is a type of research that looks at the relationship between one or several changes and one or several other changes [21].

Table 5. Interpretation of Values *r*

Coefficient Interval	Relationship Level
0,80 – 1,00	Very strong
0,60 – 0,79	Strong
0,40 – 0,59	Currently
0,30 – 0,39	Low
0,00 – 0,19	Very Low

Source: (Sugiono:2017)

PPM (Pearson Product Moment) correlation is denoted by *r* under the condition $-1 \leq r \leq 1$. When the value $r = 1$ means the correlation is very strong. Meanwhile, the meaning of the values can be consulted via the table above. The following is a table of correlation test calculation results.

Table 6. Correlation Test Correlations

		Self-Concept	Academic Procrastination
Self-Concept	Pearson Correlation	1	.519**
	Sig. (2-tailed)		.009
	N	24	24
Academic Procrastination	Pearson Correlation	.519**	1
	Sig. (2-tailed)	.009	
	N	24	24

** . Correlation is significant at the 0.01 level (2-tailed).

From the data above, the relationship between self-concept and academic procrastination is moderate. It is known that the correlation between the variable self-concept (*x*) and academic procrastination (*y*) obtained a correlation coefficient value of 0.519, so it can be said that there is a relationship between self-concept and academic procrastination of students at SMA Al-Washliyah 3 Medan Class X-C. The value 0.519 indicates the magnitude of the correlation coefficient, and it can be concluded that the relationship is moderate because it is in the range 0.40 – 0.59. The significance was 0.009, meaning that there is a significant relationship between self-concept and academic procrastination. This is because the value of 0.009 is less than 0.05. Meanwhile, N= 24 indicates the number of respondents was 24.

3.2.Discussion

The results of the research that has been carried out show that there is a relationship between self-concept and students' academic procrastination at SMA Al-Washliyah 3 Medan Class X-C have a significant relationship. This is known based on the significance value between the two

variables which shows a value of 0.009 ($p < 0.05$). The results of the calculations obtained a r_{xy} value of 0.519. Based on the interpretation table for the "r" value, the number 0.519 that has been obtained does not have a negative sign. This shows that there is a relationship between the self-concept variable (x) and the academic procrastination variable (y). correlation positive between these two variables. Furthermore, the magnitude of r_{xy} (ie = 0.519) that has been obtained is between 0.40-0.599 which is included in the correlation currently. Thus, we can simply give an interpretation of the r_{xy} , that is that even though there is a positive relationship between the self-concept variable (x) and the academic procrastination variable (y), the relationship obtained is a moderate or quite strong relationship. This means that there is a fairly strong relationship between self-concept and students' academic procrastination at SMA Al-Washliyah 3 Medan Class X-C.

Based on the results presented, it shows that there is a significant relationship between self-concept and academic procrastination in students at SMA Al-Washliyah 3 Medan Class X-C. These findings are in line with research conducted by Apriani (2018) [22] and research conducted by Rosyadi, et al (2022) [23] showing that academic self-concept and procrastination have a significant positive relationship. Based on studies previously has explained that the lower a student's academic procrastination, the higher their academic self-concept.

Self-concept and academic procrastination are two aspects that are interrelated and have a significant impact on student development and achievement in the educational environment. Self-concept, which refers to the way an individual views and evaluates himself, includes beliefs, perceptions and evaluations of his abilities and self-worth. Students with a positive self-concept tend to feel more confident and motivated in facing various academic challenges. This is because students' academic self-concept motivates them to increase their learning success rather than making it difficult for them to learn [5].

On the other hand, academic procrastination, which is defined as the tendency to delay completing assignments or school work, often has a negative impact on student learning outcomes. Students who have a positive self-concept can usually manage the stress and pressure of academic assignments better, so they are more likely to complete assignments on time. In this context, individuals who feel capable and valuable in their own eyes will be more motivated to try and complete the work they are given. On the other hand, students who have a negative self-concept often feel incompetent or unworthy, which can lead to anxiety and doubt. This uncertainty often causes them to avoid academic tasks, which ultimately leads to procrastination behavior.

A person's doubts about their own abilities will cause a person to engage in procrastination. This behavior involves the procrastination perpetrator's awareness that he should do the task and even wants to do the task, but fails to motivate himself to do the task within the expected or required time period [24]. Academic procrastination is often a defense mechanism for anxious students, where they prefer to delay completing assignments rather than face the fear of failure. Many studies show that students with a negative self-concept are more susceptible to this behavior, because they feel less confident in their academic abilities, and thus are not motivated to start or complete assignments.

Academic procrastination carried out by students does not occur by itself but is caused by various factors. There are two factors that influence procrastination, namely internal factors and external factors. Internal factors come from within the individual such as physical and psychological conditions, while external factors come from outside the individual including parenting patterns and environmental influences [8]. In the psychological aspect, one of the factors related to academic procrastination is self-concept [3].

The relationship between self-concept and academic procrastination is very close and influences each other. Strengthening students' self-concept can help them avoid procrastination behavior, while a negative self-concept can exacerbate the tendency to procrastinate assignments.

Therefore, it is important for educators and parents to understand these dynamics and implement strategies that can strengthen students' self-concept. With the right engagement, students can not only develop self-confidence, but also reduce procrastination, thereby creating a strong foundation for future academic success.

Based on the research results, the majority of students (respondents) have a level of self-concept that is in the medium category. This shows that most students with a positive academic self-concept are able to control and adjust their negative emotions during the learning process.

This study has several limitations that need to be noted. First, the sample used in this study was limited to students from one school, so the results may not be generalizable to a wider population. Furthermore, external factors such as family support and social environment that may influence academic procrastination were not fully covered in this research. So, this research did not consider other variables that might contribute to academic procrastination, such as academic pressure or time management skills. These limitations are important notes for future research, which is expected to explore broader aspects related to the relationship between self-concept and academic procrastination.

4. CONCLUSION

The results of this research show that there is a significant relationship between self-concept and academic procrastination in Al-Washliyah 3 Medan High School students, class X-C. Based on this, it can be seen that the higher the student's self-concept, the lower the academic procrastination behavior that will be carried out. The results of the Product Moment Correlation calculation show that the correlation coefficient (r_{xy}) is 0.519 and the significant value (p) is 0.009 ($p < 0.05$) so it is significantly correlated. Looking at the calculation results above, it can be concluded that the correlation between the self-concept variable (x) and the academic procrastination variable (y) has a low relationship. This means that the higher the student's self-concept, the lower the academic procrastination behavior that will be carried out. Likewise, the more negative a student's self-concept, the higher the academic procrastination behavior.

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