

The Correlation of Peer Conformity and Self-Regulation with Academic Procrastination on College Students who are Preparing a Thesis

Mochammad Reza Faozi^a, Muslikah^{a*}

^a Fakultas Ilmu Pendidikan, Universitas Negeri Semarang, Semarang, Indonesia
mochammadrezafaozi@gmail.com; muslikah@mail.unnes.ac.id*

*Corresponding author

Article Info

Article history:

Received Apr 7, 2022
Revised Oct 14, 2022
Accepted Oct 17, 2022

Keywords:

Academic Procrastination;
Peer Conformity;
Self-Regulation

ABSTRACT

Postponement or procrastination among students is often caused by a low level of individual self-regulation and also by the conformity of others or the environment, which can encourage the creation of academic procrastination. This study aims to determine the correlation between peer conformity and self-regulation with academic procrastination in students while compiling a thesis in the Department of Guidance and Counseling, Semarang State University, both jointly and partially. This research was conducted using correlational quantitative research methods. The population of this study is students of the Department of Guidance and Counseling, Semarang State University, who are compiling a thesis, namely the Class of 2016, 2017, and 2018. The sample used was 127 students out of 195 students using proportionate stratified random sampling. The data collection tools used are the academic procrastination scale, the peer conformity scale, and the self-regulation scale. Furthermore, the data analysis technique used is a double regression analysis technique with the help of SPSS applications. The findings revealed a positive relationship between peer conformity and academic procrastination, as well as a negative relationship between self-regulation and academic procrastination. Then there is a significant relationship between peer conformity and self-regulation with academic procrastination. Between peer conformity and self-regulation together, they have an effective contribution of 60.6 percent to academic procrastination.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

Education is one step to learn and understand various kinds of knowledge. Education such as universities; plays a role in producing creative and responsible individuals. (Siswoyo, 2007) stated that students in studying at a college or university certainly have responsibilities that must be completed in their lectures. Furthermore, according to (Djamarah, 2002), studying formal education, both students and college students, will not be separated from having to do assignments. Likewise, students as subjects who study in higher education or college, they will encounter learning activities, doing assignments from lecturers, and so on. In fact, not all students have such great time management. (Djamarah,

2002) stated that many students complained about not managing their time properly. There are still many students who have not been able to divide the time when to start and to do something.

According to (Jannah & Muis, 2014), procrastination is a tendency to delay starting to complete tasks by doing other activities that are not useful so that they become hampered, do not finish on time, and are often late. According to (Ferarri, J. R. Johnson, J.L. dan Mc. Cown, 1995), as a procrastination behavior, academic procrastination can be seen in certain aspects in the form of; Procrastination in starting to complete the task at hand; Delay in completing tasks, due to doing other things that are not needed; The time gap between established plans and actual performance; Doing other activities that are more enjoyable than the task at hand (such as chatting, playing games, listening to music, going for a walk). Based on research conducted by (Jannah & Muis, 2014), it showed that from 307 students of Surabaya State University, faculty of education who were the research subjects had carried out academic procrastination behavior, there were 167 students (55%) in the medium category, 90 students (29%) in the high category, and 50 students (16%) in the low category. (Ferarri, J. R. Johnson, J.L. dan Mc. Cown, 1995) states that there are two factors about procrastination in students, internal and external factors.

First, internal factors, that come from within the individual. (Park, S.W., & Sperling, 2012) state that procrastination is more influenced by poor self-regulation and task avoidance behavior. Based on research conducted by (Iswahyudi, Agus., 2016), it can be concluded that there is an influence from self-regulation on student academic procrastination in completing their thesis. Research that is conducted by (Fitriya & Lukmawati, 2016) showed that there is a significant relationship between self-regulation and academic procrastination. The higher level of their self-regulation, the level of their procrastination will be low, vice versa. This is supported by research conducted by (Rochillah & Khoirunnisa, 2020), it can be concluded that there is a significant relationship between self-regulation and academic procrastination. According to Park, S.W., & Sperling in (Kandemir, 2014), they state that self-regulation is a strong picture of students' academic behavior. Managing and controlling all actions to cope with academic tasks, use learning strategies, and understand academic tasks, students will probably complete their academic assignments rather than having to postpone them if they can apply these points.

The second factor is external factors, comes from outside the individual such as the influence of the environment that shapes a person to do academic procrastination. According to (Cinthia & Kustanti, 2017), the influence of peers or peer groups that causes students to delay academic assignments is one of the external factors of academic procrastination. Students will form groups with peers and conform or do things that are in accordance with group norms to be accepted in their environment. If the peer group is lazy to start and complete academic assignments, then individuals also tend to be lazy in starting and completing assignments. This kind of conformity will have a bad impact on students in completing their academic assignments. (Fatimah, 2020), states that academic procrastination can be caused by external factors such as peer conformity. Based on research conducted by (Ramadhani, 2016), showed that peer conformity is one of the factors causing academic procrastination in students who are working on thesis. According to Baron and Byrne in (Imansyah & Setyawan, 2019), conformity is a social influence where social influence is an attempt by a person to change the attitudes, beliefs, perceptions, or behavior of others to conform to existing norms. Myers in (Imansyah & Setyawan, 2019) states that conformity is a change in behavior and beliefs that comes from group pressure either directly

or indirectly. (Putri, 2019) stated in her research that one of the reasons individuals do conformity is to show their existence to gain recognition in a group. Research conducted by (Syahril, 2020) also states that there is a significant relationship between peer conformity and academic procrastination, where the higher the level of conformity, the higher the level of academic procrastination, otherwise if the level of conformity is low, the level of academic procrastination will also be low.

The importance of this research is that as a counselor in future, must have sensitivity to the surrounding environment, in this case final year students who are compiling a thesis. This is in accordance with the general purpose of guidance and counseling, that is to help individuals develop optimally according to their developmental stages and in accordance with positive demands in their environment (Prayitno, 2008). A counselor is responsible for negative behavior by identifying developing social issues and dangers to individuals such as Academic Procrastination (Akinsola, 2007). Therefore, Guidance and Counseling in Higher Education is included in the Career Center and Counseling Guidance Center to optimize and help fulfill the developmental tasks of students.

Based on the explanation above, this study aims to determine the correlation between peer conformity and academic procrastination, between self-regulation and academic procrastination, and between peer conformity and self-regulation with academic procrastination in students in writing thesis in the Guidance and Counseling Department, Semarang State University.

Method

This research uses the quantitative type of research. Quantitative research is an approach to test objective theory by testing the relationship between variables. Meanwhile, the design of this study is correlational research to find relationships between research variables without intervening on the variables studied. The population of this study is students of the Department of Guidance and Counseling, Semarang State University, who are compiling a thesis, namely the classes of 2016, 2017, and 2018, with a total of 195 students. This study will be taken using the proportionate stratified random sampling technique, which is a sampling technique used where the population has inhomogeneous members and is proportionally stratified. Sampling was determined proportionally and randomly by looking at Isaac and Michael's table with a 5% error rate, totaling 127 samples.

The research instruments made by the researcher himself are the academic procrastination scale with a reference to Ferarri's theory consisting of 20 items, a peer conformity scale with a reference of Taylor's theory consisting of 20 items, and a self-regulation scale with a reference to Miller & Brown's theory consisting of 18 items. The three scales have been tested and assessed by experts and have gone through the results of validity tests and reliability tests. The collection of research data was conducted using Google Form due to pandemic conditions that caused all lecture activities to be done online. The collected data is then processed using SPSS, and quantitative descriptive analysis is performed with the goal of analyzing the data by identifying or describing the collected data in order to determine the conclusions that apply to generalizations or common. A quantitative descriptive analysis is conducted by looking at the mean value and the standard deviation value. After that, classical assumption tests were actualized, including Normality Test, Linearity Test, Heteroscedasticity Test, and Multicollinearity Test. The importance of conducting this classical assumption test is that a good regression model must pass the test. Furthermore, a double regression analysis was accomplished because in this study the free

variables amounted to more than one. In the double regression test conducted by the researcher, a Partial Coefficient Test (t Test) was carried out, which aimed to determine the relationship or influence of each free variable on the bound variable. Moreover, the Simultaneous Significant Test (F Test), which aims to find out whether two free variables have a relationship or influence simultaneously with the bound variable. And the last one is the Coefficient of Determination Test, which aims to see the percentage of contributions of free variables simultaneously to bound variables.

Results and Discussion

Based on Table 1, it can be understood that the level of academic procrastination of students in writing a thesis at the Guidance and Counseling Department of the State University of Semarang is in the high category ($M = 72,15$), meaning that students of the Guidance and Counseling Department of the Semarang State University have a level of academic procrastination that falls into the category high enough.

Table 1. Academic Procrastination

Variable	Aspect	Mean	SD	Category
Academic Procrastination	Delay to start and complete task	15,00	3,29	-
	Late for work	20,77	4,87	-
	Time gap between plan and actual performance	15,66	3,70	-
	Do other fun activities	20,71	6,16	-
	Total	72,15	16,07	High

Based on Table 2, it can be understood that the level of peer conformity of students in writing thesis at the Guidance and Counseling Department of the State University of Semarang is in the medium category ($M = 57,05$), meaning that students of the Guidance and Counseling Department of the Semarang State University have a high level of peer conformity. into the medium category.

Table 2. Peer Conformity

Variable	Aspect	Mean	SD	Category
Peer Conformity	Compactness	22,48	9,30	-
	Deal	14,52	5,15	-
	Obedience	20,04	7,64	-
	Total	57,05	21,31	Medium

Based on Table 3, it can be understood that the level of self-regulation of students in writing a thesis at the Guidance and Counseling Department of the Semarang State University is in the high category ($M = 59,84$), meaning that students of the Guidance and Counseling Department of the Semarang State University have a level of self-regulation that falls into the category high enough.

Table 3. Self-Regulation

Variable	Aspect	Mean	SD	Category
Self-Regulation	Receiving	10,40	3,45	-
	Evaluating	4,07	1,26	-
	Searching	13,25	3,94	-
	Formulating	11,32	3,75	-
	Implementing	9,35	3,19	-
	Assessing	11,42	2,88	-
	Total	59,84	14,35	High

Before performing multiple regression analysis, the classical assumption test is carried out because a good regression model must meet the classical assumption test consisting of: Normality Test, Linearity Test, Heteroscedasticity Test, and Multicollinearity Test.

The normality test in this study used the Kolmogorov-Smirnov test, where data that were normally distributed had a significance value (p) $> 0,05$. This test is carried out with the help of the SPSS application. Based on the results of the normality test in this study, a significance value of 0,200 was obtained on the Academic Procrastination Variable with Peer Conformity, and 0,087 on the Academic Procrastination Variable with Self-Regulation. Where the value is greater than 0,05 and it can be interpreted that the data is normally distributed.

The linearity test was carried out using the SPSS application with the test of linearity test. Research data can be said to be linear if the significance of Deviation from linearity (p) $> 0,05$. Based on the results of the linearity test in this study, the significance value of Deviation from linearity was 0,232 on the Academic Procrastination Variable with Peer Conformity, and 0,213 on the Academic Procrastination Variable with Self-Regulation. Where the value is greater than 0,05 and it can be interpreted that there is a linear relationship between the research variables.

The heteroscedasticity test in this study used the Glejser test with the help of the SPSS application. If the significance value $> 0,05$ then there is no heteroscedasticity. Based on the results of the heteroscedasticity test in this study, a significance value of 0,831 was obtained on the Peer Conformity Variable and 0,311 on the Self-Regulatory Variable. So it can be said that there is no heteroscedasticity.

The multicollinearity test is a condition of peer conformity and self-regulation variables in the regression model where there is a perfect or near perfect linear relationship. The multicollinearity test in this study used the help of the SPSS application. Based on the results of the multicollinearity test in this study, the variance inflation factor (VIF) value for peer conformity (X1) and self-regulation (X2) variables was $1,032 < 10,00$ and a tolerance value was $0,969 > 0,10$. Based on the results obtained, it can be stated that there is no multicollinearity.

The results of the multiple regression test that have been analyzed with the help of SPSS are presented in table 4.

Table 4. Data Analysis Results

No	Variable	R	R ²	β	F	T
1.	Peer Conformity	-	-	0,282	-	4,787*
2.	Self-Regulation	-	-	-0,647	-	-10,973*
3.	Peer Conformity and Self-Regulation	0,778	0,605	-	94,809*	-

Explanation: $p < 0,01$

Regression analysis of peer conformity with academic procrastination was conducted with the aim of testing hypothesis 1 which states "There is a positive relationship between peer conformity and academic procrastination". The results of hypothesis testing that have been carried out show that there is a positive relationship between peer conformity and academic procrastination. ($\beta = 0,282$, $t = 4,787$, $p < 0,01$). Thus, it can be interpreted that hypothesis 1 is accepted.

Based on the results of data analysis that has been carried out by researchers, it is found that there is a positive relationship between peer conformity and academic procrastination. This condition can be interpreted that the higher the level of peer conformity, the higher the level of academic procrastination. However, if the level of peer conformity is lower, the level of academic procrastination will be lower. This is in accordance with research

conducted by (Cinthia & Kustanti, 2017) in their research explaining that students who carry out academic procrastination have a tendency to be affected by high conformity, where in making decisions or actions not from themselves but based on their friends or groups so as not to rejection occurs. (Imansyah & Setyawan, 2019) in their research mention that conformity occurs because of the influence of social development. In the adolescent phase, individuals become distant from their families and tend to follow their peers or peer groups. Adolescents who have high conformity will tend to follow and obey all the norms that exist in their peer group which results in all activities and actions taken from the group not from their own efforts and desires.

Guidance and Counseling students at Semarang State University who are preparing a thesis in thinking and taking action often depend on friends or the environment around them, if friends or the surrounding environment procrastinate, it is likely that the individual will procrastinate too because the individual's goal of conformity is to seek an acknowledgment and adjust his behavior according to his group or friends. This conformity can trigger individuals to leave their responsibilities and tend to procrastinate or procrastinate in this case, namely students who are writing thesis. Based on this explanation, it can be concluded that there is a positive relationship between peer conformity and academic procrastination.

Regression analysis of self-regulation with academic procrastination was conducted to test hypothesis 2 which states "There is a negative relationship between self-regulation and academic procrastination". The results of hypothesis testing that have been carried out show that there is a negative relationship between self-regulation and academic procrastination. ($\beta = -0,647$, $t = -10,973$, $p < 0,01$). Thus, it can be interpreted that hypothesis 2 is accepted.

Based on the results of data analysis that has been carried out by researchers, it is found that there is a negative relationship between self-regulation and academic procrastination. This condition can be interpreted that the lower the level of self-regulation, the higher the level of academic procrastination. However, the higher the level of self-regulation, the lower the level of academic procrastination. This is in accordance with the research conducted by (Fitriya & Lukmawati, 2016) in their research which states that basically students who do academic procrastination are caused by low self-regulation or self-management. Low self-regulation will cause an individual to be unable to regulate various stimuli so that this inability prevents individuals from determining the right attitude to overcome various stimuli that arise such as not being able to complete various academic tasks appropriately and optimally. (Rochillah & Khoirunnisa, 2020) in their research states that self-regulation is formed from aspects that set standards and goals, self-observation, self-evaluation, self-reaction, and self-reflection. When the individual can fulfill these aspects, the individual can carry out all his activities or activities well and avoid negative behavior in this case is academic procrastination. Then according to (Abdi Zarrin, S., Gracia, E., & Paixão, 2020) in their research, it is stated that procrastination is a picture of a person's poor self-regulation. Self-regulation in question is thoughts, feelings, and behavior with an orientation towards achieving goals.

Guidance and Counseling students at State University of Semarang who are writing a thesis if they have high self-regulation such as being able to set goals to be achieved, foster self-motivation, and determine their behavior to achieve these goals will tend to avoid academic procrastination behavior. Because individuals with high self-regulation can manage and direct themselves to move according to their wishes or goals to be achieved. Meanwhile, individuals with low self-regulation cannot manage and direct their behavior to achieve the goals that have been set, and cannot foster self-motivation which will trigger

individuals to postpone or procrastinate in this case, namely students who are writing thesis. Based on this explanation, it can be concluded that there is a negative relationship between self-regulation and academic procrastination.

Regression analysis of peer conformity and self-regulation with academic procrastination was conducted to test hypothesis 3 which states "There is a significant relationship between peer conformity and self-regulation with academic procrastination". The results of hypothesis testing that have been carried out show that there is a relationship between peer conformity and self-regulation with academic procrastination. ($R = 0,778$, $F(2, 124) = 94,809$, $p < 0,01$). The coefficient of determination shown in table 4 is 0,605 (R^2) which can be said that the percentage contribution of peer conformity and self-regulation with academic procrastination is 60,5% while the remaining 39,5% is predicted by other variables not examined. Thus, it can be concluded that hypothesis 3 is accepted.

Based on the results of data analysis that has been carried out by researchers, it is found that there is a significant simultaneous relationship between peer conformity and self-regulation with academic procrastination. According to (Jannah & Muis, 2014) in their research, procrastination is a tendency to delay completing tasks and doing other activities that are not useful so that tasks are not completed on time. (Fauziah, 2015) in his research which divides the causes of procrastination into two, namely internal factors and external factors. Internal factors are causal factors that come from within, while external factors are factors that come from outside or the surrounding environment. Of the many factors that cause academic procrastination, in this study it is stated that conformity from others is an external factor and self-regulation is an internal factor. According to (Khomariyah, 2016) in his research explains that the high rate of conformity occurs because of the sense of togetherness felt by students with their friends or groups that make these students follow the directions and behavior of their friends or groups, namely delaying doing school assignments (academic procrastination). (Iswahyudi, Agus., 2016) in their research stated that delays or procrastination carried out by students who were writing their thesis were caused by a lack of attention to behavior and discipline so that they forgot the plan to complete the thesis that had been prepared. Students also tend to follow the habits of their friends more than determine for themselves each activity to be carried out. According to (Feist, J., & Feist, 2017) explains that individual self-regulation can be influenced by the environment and reinforcement from others. The existence of norms in the surrounding environment and interactions that occur with other individuals can cause the standards set in the self or self-regulation of the individual to increase or decrease. In a study conducted by (Muslikah, Mulawarman, 2018), it was stated that academic procrastination is an individual's tendency to do something that pleases himself, for example, such as playing social media.

Guidance and Counseling students at the State University of Semarang who are preparing their thesis delay or procrastinate due to the habits of students who tend to follow the habits or actions of their friends or groups. In this case, namely in preparing a thesis where if his friends or group delay working on the thesis, the student will do this with the aim of being accepted and there is no rejection of him. This behavior reflects that the student has low self-regulation where he cannot be responsible for the goal to be achieved, namely completing his thesis, then cannot control and direct his behavior to achieve that goal. In other words, individuals with high self-regulation have a strong stance and are not easily carried away by their friends or their environment. Individuals who are easily influenced by their friends or their environment (peer conformity) are a picture of individuals with low self-regulation who cannot manage and determine their own behavior to achieve goals because all their behavior follows their friends or their environment. This condition is a

trigger for individuals to postpone or procrastinate in this case for students who are preparing their thesis.

Other factors that can affect academic procrastination are parenting patterns, social media addiction, and economic factors. Because these two factors may also affect the personality of students or students who do academic procrastination. The results of the hypothesis test show that Peer Conformity and Self-Regulation simultaneously have a significant relationship with Academic Procrastination in Students in Compiling Thesis at the Department of Guidance and Counseling, Semarang State University.

Conclusion

The level of academic procrastination in students of the Department of Guidance and Counseling, Semarang State University, who are compiling a thesis in the high category. This shows that students who do academic procrastination have a tendency to not be able to complete assignments or homework on time. In this case, for example, a thesis, the emergence of feelings of anxiety that cause individuals to be depressed and difficult to concentrate on, and results that are not optimal due to a rush. There is a positive and significant correlation between peer conformity and academic procrastination. This shows that the higher the level of conformity of peers, the higher the level of academic procrastination. There is a negative and significant correlation between self-regulation and academic procrastination. This shows that the lower the level of self-regulation, the higher the level of procrastination. There is a significant correlation between peer conformity and self-regulation with academic procrastination in students when compiling a thesis. The importance of providing services to improve self-regulation and how to choose a positive friendship environment in collaborative assistance involving guardian lecturers with students who are compiling a thesis. The researchers then recommend that future researchers who develop research with academic procrastination variables use other predictors such as parental parenting, social media addiction, and economic factors based on the findings of this study.

References

- Abdi Zarrin, S., Gracia, E., & Paixão, M. P. (2020). Prediction of academic procrastination by fear of failure and self-regulation. *Educational Sciences: Theory and Practice*, 20(3).
- Akinsola, T. & T. (2007). Correlates of Academic Procrastination and Mathematics Anchivement of University Undergraduate Student. *Eurasia Journal of Mathematics, Science & Technology Education*, 3, 4.
- Cinthia, R., & Kustanti, E. (2017). Hubungan Antara Konformitas Dengan Prokrastinasi Akademik Pada Mahasiswa. *Empati*, 6(2), 31–37.
- Djamarah, S. B. (2002). *Rahasia Sukses Belajar*. Jakarta: PT Gramedia Pustaka Utama.
- Fatimah, E. S. (2020). Hubungan Konformitas Teman Sebaya dengan Prokrastinasi Akademik pada Mahasiswa Sarjana Keperawatan Universitas Bhakti Kencana. Universitas Bhakti Kencana.

- Fauziah, H. H. (2015). Faktor-faktor yang Mempengaruhi Prokrastinasi Akademik pada Mahasiswa Fakultas Psikologi UIN Sunan Gunung Djati Bandung. *Jurnal Ilmiah Psikologi*, 2, 2.
- Feist, J., & Feist, G. J. (2017). *Teori kepribadian Buku*. Jakarta: Penerbit Salemba Humanika.
- Ferarri, J. R. Johnson, J.L. dan Mc. Cown, W. G. (1995). *Procrastination and Task Avoidance, Theory, Research, and Treathment*. New York: Plenum Press.
- Fitriya, F., & Lukmawati, L. (2016). Hubungan antara regulasi diri dengan perilaku prokrastinasi akademik pada mahasiswa sekolah tinggi ilmu kesehatan (STIKES) mitra adiguna palembang. *Jurnal Psikologi Islami*, Vol. 2 No., 63–74.
- Imansyah, Y., & Setyawan, I. (2019). Peran Konformitas Teman Sebaya Terhadap Prokrastinasi Akademik Pada Siswa Laki-Laki MA Boarding School Al-Irsyad. *Jurnal Empati*, 7(4), 1388–1392.
- Iswahyudi, Agus., I. M. (2016). Pengaruh Mengikuti Orgamawa dan Regulasi Diri Terhadap Prokrastinasi Mahasiswa dalam Menyelesaikan Skripsi di Fakultas Ilmu Pendidikan IKIP PGRI Madiun Tahun Akademik 2015/2016. *Jurnal Ilmiah Counsellia*, 6, 2.
- Jannah, M., & Muis, T. (2014). Prokrastinasi Akademik (Perilaku Penundaan Akademik) Mahasiswa Fakultas Ilmu Pendidikan Universitas Negeri Surabaya. *Jurnal BK Unesa*, 4(3), 1–8.
- Kandemir, M. (2014). Reasons of academic procrastination: self- regulation, academic self-efficacy, life satisfaction and demographics variables. *Procedia: Social and Behavioral Sciences*, 152.
- Khomariyah, L. (2016). Hubungan Konformitas Teman Sebaya terhadap Prokrastinasi Akademik pada Siswa Kelas VIII di SMP 3 Negeri Kertosono. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Muslikah, Mulawarman, & A. A. (2018). Social Media User Students' Academic Procrastination. *Psikopedagogia Jurnal Bimbingan dan Konseling*, Vol.7 No.2.
- Park, S.W., & Sperling, R. A. (2012). Academic procrastinators and their self-regulation. *Scientific Research*, 3, 1.
- Prayitno, & E. A. (2008). *Dasar-dasar Bimbingan dan Konseling*. Jakarta: Rineka Cipta.
- Putri, I. A. (2019). Hubungan antara Konformitas Teman Sebaya terhadap Perilaku Prokrastinasi Akademik (Penundaan Tugas) Mahasiswa BK FKIP UPS Tegal Angkatan 2016. Universitas Pancasakti Tegal.
- Ramadhani, A. (2016). Hubungan Konformitas dengan Prokrastinasi dalam Menyelesaikan Skripsi pada Mahasiswa Tingkat Akhir yang Tidak Bekerja. *Psikoborneo*, 7, 1.

-
- Rochillah, A., & Khoirunnisa, R. N. (2020). Hubungan antara regulasi diri dengan prokrastinasi akademik pada siswa sma kelas xi sunan giri gresik. *Character: Jurnal Penelitian Psikologi*, 7(1), 1–6. <https://jurnalmahasiswa.unesa.ac.id/index.php/character/article/view/31997>
- Siswoyo, D. et al. (2007). *Ilmu pendidikan*. Yogyakarta: UNY Press.
- Syahril, A. (2020). Hubungan Antara Konformitas Dengan Prokrastinasi Akademik Pada Siswa Sma Negeri 1 Ujungbatu Rokan Hulu. <http://repository.uin-suska.ac.id/29062/>