

Relationship Between Self-Control and Conformity with Academic Procrastination in Private University Students in Sidoarjo

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ABSTRACT

Objective: This study aims to examine the relationship between self-control and conformity with academic procrastination among students at private universities in Sidoarjo. **Method:** Utilizing a quantitative approach, the research involved 279 students selected from a population of 1,413 through non-probability sampling. Data were collected using validated instruments measuring academic procrastination, self-control, and conformity. The data were analyzed using multiple linear regression analysis. **Results:** The findings reveal a significant influence of self-control and conformity on academic procrastination, with an R^2 value of 0.509. Self-control demonstrated a significant negative effect on academic procrastination ($p = -0.024$), indicating that higher self-control is associated with reduced procrastination. Conversely, conformity exhibited a significant positive effect ($p = 0.000$), suggesting that students with higher conformity levels tend to procrastinate more. **Novelty:** This study contributes to the limited literature by simultaneously analyzing the dual impact of internal (self-control) and external (conformity) psychological factors on academic procrastination in the context of Indonesian private university students, offering practical implications for developing effective behavioral interventions in higher education.

INTRODUCTION

Education is an important element for a nation in showing quality and encouraging the progress of the nation. Education is a form of activity that helps humans develop all aspects of their personality throughout their lives in accordance with societal and cultural values. In terms of language, education is a process that changes the attitudes and behaviors of individuals or groups, with the aim of maturing human beings through the process of teaching and training. Higher Education (PT) is a place where a person learns and teaches to fulfill his role as a student. According to M.D. Dahlan, the main characteristic in pursuing education in higher education is independence. As intellectuals, students should be more independent by looking for learning materials and being able to complete their lectures [1].

According to the course regulations, students are required to be able to complete the required study time, which is for four years or eight semesters. In accordance with the provisions of Chapter 3 Article 5 Paragraph 1 of the Decree of the Minister of Education No. 232/U/2000 there are guidelines for the preparation of the university curriculum and the assessment of student learning outcomes, which states that the semester credit system for the S1 undergraduate program is designed for eight semesters. However, in practice, there are still students who complete a study period of more than four years, even though the Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning National Standards for Higher Education allows the completion of studies for up to seven years [2].

As a student, you have a responsibility in carrying out academic tasks. A student should be able to use and maximize the time available in completing assignments on time. However, in reality, there are still students who delay completing or collecting academic assignments on time. Often students postpone doing college assignments and study and attach importance to doing activities that are more fun and have no connection with lecture assignments. This phenomenon shows a tendency to delay completing tasks by not doing them immediately. The habit of postponing to start completing academic tasks is called academic procrastination.

Academic procrastination is the behavior of delaying in starting and completing assignments until approaching the deadline for collection. Academic procrastination often occurs among students and students because at that age, they are confident that they know how to complete their academic tasks. An individual who performs procrastination tends to believe that they have a lot of time so they are not in a hurry to do their tasks, so they choose to do activities that they think are more enjoyable. Procrastinators often engage in non-academic activities such as playing social media, calling friends and often looking for excuses to postpone their work. According to Tuckman, academic procrastination is the behavior of deliberately procrastinating to avoid obligations in working until the specified deadline, in line with that academic procrastination is interpreted by Wiranti and Supriyadi as the behavior of procrastinating or buying time to complete the task. It can be concluded that procrastination is actually not not completing a task or work, but on the contrary, procrastinators procrastinate to do tasks by choosing to engage in other activities, which hinders their performance because they cannot complete them on time [3].

The Directorate General of Islamic Education (Ditjen Pendis) of the Ministry of Religion of the Republic of Indonesia recorded the findings of procrastination cases in Indonesia, in 2016 at the University of Muhammadiyah Surakarta (UMS), recorded a total of 4,937 students out of 24,493 active S1 students (from all faculties) have taken their thesis, but there are still some students who have not completed their thesis on time. Academic procrastination was then known to affect 13.68% of students of Universitas Negeri Sebelas Maret (UNS) Psychology Study Program at a high level, then 74.74% at a moderate level, and 11.58% at a low level. Then, data on students of Ibnu Khaldun University Bogor, found 2,823 people who carried out procrastination, this is based on the total student data in the 2016/2017 academic year which amounted to 5,149 people, and in the odd semester of 2012/2013 recorded 3,658 people, but the number of graduates in the 2016/2017 academic year only reached 835 people. According to Bruno's research, procrastination affects almost 70% of students and the behavior is considered a habit. According to Ellis and Knaus' research, 80-95% of college students have a tendency to procrastinate and almost half of them do so consistently. In a study conducted by Rozental & Carlbring showed that 50% of students procrastinate, and in Mohammadi Bytamar's research it showed about 63%, then in Zacks' study it showed about 70% of students procrastinate. In the latest research conducted by Melgaard, Venanda stated that there was a surge in the number of procrastination carried out by final semester students during Covid-19, which was 76.92% [4][2][5].

Based on the reason, Harriot and Ferrari distinguish procrastination into two categories, the first is Functional procrastination, where a person delays completing something because it is to obtain more accurate and comprehensive information, then the second category is Disfunctional procrastination, which is characterized by procrastination behavior carried out without a clear purpose, so it can cause adverse

effects and potential problems. According to Ferrari et al, there are four aspects that play a role in the existence of academic procrastination behavior, which include the tendency to delay in starting and completing tasks, delays in work, the difference between what is planned and what is done, and doing more enjoyable activities. In addition, a number of studies show certain personal aspects that can influence the tendency to procrastinate, namely [2][6] low self-control, lack of awareness, lack of self-confidence, lack of self-efficacy and experiencing social anxiety [7].

Based on the results of interviews with students of private universities in Sidoarjo, 3 student respondents from the University of Muhammadiyah Sidoarjo stated that what caused them to delay doing their college assignments was because of the difficulty of dividing their time between lectures and organizations and work, preferring to do other activities compared to completing assignments, students' perception of the difficulty level of assignments and laziness to attend classes. From Universitas "X" Sidoarjo, respondents stated that they lacked time division with a busy schedule, carried out other activities by participating in organizations or work, felt heavy and overwhelmed in doing assignments. Then respondents from Maarif Hasyim Latif Sidoarjo University stated that they delayed completing the assignment due to lack of understanding of the material given by the lecturer, difficulties in doing it and long collection deadlines.

These results are in accordance with Tuckman's theory which describes academic procrastination behavior as deliberate stalling behavior to avoid responsibility in doing assignments due to time constraints. In addition, referring to the theory put forward by Ferrari et al, academic [3][6] procrastination can be caused by several aspects, namely delays in starting and completing tasks, time gaps and a preference for fun activities.

Academic procrastination is very likely to have a negative impact on students, excessive levels of academic procrastination can have an impact on psychological vulnerability in students, including feelings of anxiety, stress and depression. In addition, academic procrastination causes regrets and problems in the formation of social relationships, including avoiding or severing relationships with others. Procrastination in academic assignments will have an impact on students' ability to complete their studies on time. Furthermore, the impact that can occur because of academic procrastination in Burhan's research, M, namely assignments that are not completed, making a rush when working, the emergence of guilt in students, can result in less than optimal results of the tasks done and get warnings or punishments from lecturers. In addition to having a negative impact. Burka & Yuen said that procrastination has a positive impact such as increased motivation in doing assignments due to the close time of [8] deadline and increased information about the material from the coursework, but not many students feel the positive impact of academic procrastination. In Suhardianto & Pratitis' research, it was known that only 5% felt that academic procrastination had a positive impact such as feeling challenged and calmer for a moment [9][10].

Academic procrastination carried out by students certainly has various reasons. In Bernard's research, students delayed completing academic assignments for ten reasons: they were more involved in fun activities, difficulty in completing difficult academic assignments, not knowing how to start, inability to manage time, distracting environment, having anxiety regarding their abilities being evaluated, desire to resist authority, depression, stress and fatigue [11].

According to Ferrari, the emergence of academic procrastination is related to internal and external factors. Internal factors include things that are personal from within the individual such as a person's biological and psychological factors, including physical

state, self-control, self-esteem, motivation, perfectionism, anxiety, and others. Meanwhile, external factors are related to conditions outside the procrastinator, such as parenting methods, factors of the surrounding environment or can result from the amount of work that must be completed [6].

Every student should have a good mechanism to help control and direct their learning behavior in a constructive direction in an effort to prevent or reduce procrastination behavior, it can be done with self-control. Self-control or self-control is essential to control behavior, a person with strong self-control will tend to concentrate more on his obligations and be able to avoid excessive behaviors, such as pampering and having fun. Hurlock argues that the ability to control oneself is a skill that increases with age. The results of Muhid's research stated that the lack of [12] *self-control, self-esteem, self-conscious, self-efficacy, and anxiety* are factors that cause procrastination in early adulthood. In addition, early adults who tend to procrastinate or procrastinate are usually impulsive, unfocused, and lack self-control. As a form of self-defense, a person in early adulthood ideally has strong self-control, which helps in controlling and exhibiting positive behaviors to avoid negative behaviors, such as academic procrastination [13].

Self-control is a way to change inner reactions, for example by stopping or restraining unwanted behaviors. Tangney explained that self-control is the ability of an individual to be able to exceed or replace the reaction that exists in the individual to avoid the appearance of unexpected traits as a reaction to a situation. The characteristics of self-control are being able to control thoughts, emotions, impulses and control performance and can stop behaviors that become habits. According to De Ridder et al, there are two dimensions in self-control, namely inhibition and initiation, inhibition is the ability to resist impuls (inhibition), while initiation is the ability to display behavior that is in accordance with the goal. Aspects of self-control include Behavioral Control, Cognitive Control [13][14][15], Decision Control, Informational Control, Retrospective Control [16].

In Putri's research, et al. obtained a significant correlation between the self-control variable and the academic procrastination variable with a value of $r = 0.664$ and a significance level of $p = 0.000$ ($p < 0.01$). [13] It illustrates the correlation between self-control and academic procrastination. Academic procrastination behavior will decrease when one's self-control increases. Then, in the research of Susanti and Nurwidawati, it is known that there is a significant correlation between self-control and academic procrastination. As many as 48.5% of Unesa Psychology Study Program students carry out academic procrastination due to lack of self-control. So it can be concluded that a person who has strong self-control can manage time well and can focus on more important behaviors. Thus, in this study, self-control will be examined as one of the factors that affect the tendency of procrastination behavior in students [17].

In addition to self-control, external factors such as friendships or the surrounding environment can also have an impact on procrastination behavior. A person can be affected by the friendship environment both positively and negatively. When a person makes friends in a group, they will voluntarily obey and follow the norms or values of the group in that group. The situation where a person shows an attitude in an effort to fit in with his group because he feels that he has demands is called conformity [4].

According to Baron and Barney, conformity is a social influence that encourages a person to change their attitude or behavior to conform to the expectations and norms of the group people around them. A person will decide to act similarly to the members in the group in order to be integrated and recognized in the group so as not to be excluded. Taylor stated that conformity is the tendency of individuals to change their views or

actions to be in line with the opinions of others to suit their environment. Santrock states that if an individual has joined into a group, then the individual will tend to act according to what is desired in the group [18].

Ferrari states that the actions of peers can influence procrastination behavior. Individuals who are highly conformist to their environment tend to try to imitate the behavior of the same group. When peers show unwillingness to start or complete a job, then individuals or people often follow this attitude. Conformity like this can have a bad impact on students' ability in the academic process to complete their assignments well. According to Mehrabian & Stefl, conformity consists of recognizing the traits of others and the desire to imitate the actions of the group, following what the group does to prevent conflict, and taking the position of a follower rather than a leader in terms of beliefs, values and behaviors [19][20].

The characteristics of conformity according to Sarwono are characterized by group size, unanimity, group unity, response, general and open behavior, general commitment, status. According to Sears et al., lack of information, easy belief in information, weak self-belief and judgment, fear of social rejection, and fear of deviation are factors that affect conformity. Aspects of conformity behavior, according to Sears, et al, are cohesiveness, agreement and obedience[21][22].

From the results of Chintia & Kustanti's research at the National Development University "Veteran" on students of the Industrial Engineering study program, it is known that the high level of conformity between group friends on campus has an impact on individual behavior when carrying out or completing academic tasks. In the Qomariyah research conducted at University X in Surakarta, it is known that student academic procrastination can occur due to the conformity factor of group friends. In addition, the research of Safa'ati et al at Muria Kudus University on 50 students revealed that there was a group influence causing individuals to carry out academic procrastination because of agreement and obedience to group rules [23][24][25].

Individuals who have a high tendency to conformity often rely on the rules and norms that exist in their social environment. This dependence can affect the process of an individual's own academic activities. Procrastination carried out by individuals will increase along with the high conformity of individuals to their social environment. Conversely, when the level of conformity decreases, the individual's tendency to procrastinate will also decrease. The results of Laila's research, N & Dwityanto A, found that 70% of academic procrastination was related to conformity and self-control, with conformity variables accounting for 30% and self-control accounting for 40% [26].

Based on the explanation above, it is stated that the phenomenon of academic procrastination among students can be caused by self-control and conformity factors. So it can be said that self-control behavior and conformity have an effect on the emergence of academic procrastination behavior. Based on previous research, further research is needed related to self-control behavior and conformity in relation to academic procrastination behavior. Although much research has been done on academic procrastination behavior with self-control and academic procrastination behavior with conformity, research on private university students in Sidoarjo has not been done much. The hypothesis put forward in this study is that self-control has a relationship with academic procrastination in private university students in Sidoarjo, Conformity has a relationship with academic procrastination in private university students in Sidoarjo. Self-control and conformity together have an effect on academic procrastination in private university students in Sidoarjo.

RESEARCH METHOD

This research uses a quantitative method through a correlational approach to determine the relationship between three variables. In the research, the variables used include two independent variables: self-control (X1) and conformity (X2), as well as the dependent variable: academic procrastination (Y).

Based on Sugiyono's opinion, a population is a scope of generalization that includes objects or subjects and certain quantities and characteristics determined by the researcher. The population serves as the basis for the research to draw conclusions from the obtained results. The population in this research is private university students in Sidoarjo. The characteristics of the population applied in this study are active students from the 7th to the 14th semester of private universities in Sidoarjo, including Muhammadiyah University of Sidoarjo, "X" University of Sidoarjo, and Maarif Hasyim Latif University. The population in this study consists of 1,413 students, with details as follows: 728 students from Universitas Muhammadiyah Sidoarjo, 530 students from Universitas "X" Sidoarjo, and 155 students from Universitas Maarif Hasyim Latif.

The sampling technique in this research is non-probability sampling with the accidental sampling technique, a sampling method based on spontaneous chance occurrences, meaning anyone who meets the researcher and fulfills the criteria set by the researcher can be made a respondent. The researcher refers to the table developed by Isaac and Michael in sampling. With a 5% margin of error, 279 students were obtained from a population of 1,413 students at private colleges in Sidoarjo.

In this study, the researcher adopted the academic procrastination instrument (22 items, $\alpha = 0.888$) from Atiyaf, D. The scale was formed based on the aspects of academic procrastination by Ferrari et al., which include delaying the start and completion of tasks, delaying task completion, the discrepancy between planned and actual performance, and engaging more in enjoyable activities [27]. The researcher adopted the self-control instrument (10 items, $\alpha = 0.778$) Brief Self Control Scale (SCS) version by De Ridder et al., which has been adapted and validated into Indonesian by Arifin & Milla. The self-control scale with 10 items is structured based on two dimensions, namely inhibition (the ability to resist temptation) and initiation (the ability to control oneself). Next, to measure Conformity, the researchers adopted the Conformity Scale developed by Sears et al., which includes cohesiveness, agreement, and obedience (21 items, $\alpha = 0.809$) from Rahmatillah, M. The technique used for data collection in this study is the scale technique with the Likert scale methodology. There are four answer options on each scale, namely Very Appropriate (SS), Appropriate (S), Inappropriate (TS), Very Inappropriate (STS).

The data analysis method established is multiple linear regression. The researcher used regression to identify the relationship between self-control and conformity with academic procrastination. The researchers also used Assumption Tests, including Normality Test, Multicollinearity, Heteroscedasticity, and Linearity, using the SPSS computer program.

RESULTS AND DISCUSSION

Results

Table 1. Normality Test

<i>One-Sample Kolmogorov-Smirnov Test</i>	<i>Unstandardized Residual</i>
<i>N</i>	279
<i>Asymp. Sig. (2-tailed)</i>	,200 ^{c,d}

From the results of the Kolmogorov Smirnov normality test in table 1, the Assymp.sig score obtained is 0.200 > 0.05, which means the data is normally distributed. Next, from table 2, the results of the multicollinearity test show a Tolerance score of 0.995 > 0.10 and a VIF of 1.005 < 10.00, which means the data do not indicate the occurrence of multicollinearity. Then, in the heteroscedasticity test through the scatterplot graph, it was found that the dots were randomly distributed above and below the 0 mark on the Y-axis, showing no clear pattern, which means that the regression model does not exhibit heteroscedasticity.

Table 2. Multicollinearity Test

Coefficients^a		<i>Collinearity Statistics</i>	
<i>Model</i>		<i>Tolerance</i>	<i>VIF</i>
1	Self-Control	,995	1,005
	Conformity	,995	1,005

Table 3. Test the Linearity of X₁ with Y

			Sum of Squares	df	Mean Square	F	Sig.
Academic Procrastination	Between Groups	(Combined) Linearity	1364.728	20	68.236	1.025	.433
		Deviation from Linearity	35.902	1	35.902	.539	.463
	Within Groups		1328.826	19	69.938	1.051	.404
	Total		17176.505	258	66.576		
			18541.233	278			

Table 4. Test the Linearity of X₂ with Y

			Sum of Squares	df	Mean Square	F	Sig.
Academic Procrastination	Between Groups	(Combined) Linearity	10926.27	38	287.534	9.062	.000
		Deviation from Linearity	6	1	9270.591	292.180	.000
	Within Groups		1655.686	37	44.748	1.410	.068
	Total		7614.957	240	31.729		

	Sum of Squares	df	Mean Square	F	Sig.
Total	18541.23	278			
		3			

Based on tables 3 and 4, the significance scores (P Value Sig.) for Deviation from Linearity for the self-control variable is 0.404, and for the conformity variable is 0.068, both scores are > 0.05 . It can be interpreted that the linearity assumption for the self-control and conformity variables with academic procrastination is met.

After fulfilling the classical assumption tests, the researcher then conducted a regression test to understand the influence of self-control and conformity on academic procrastination. Next, to see whether the influence of the independent variables together with the dependent variable is significant, it is determined based on the results of the F-test.

Table 5. F-Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9440.174	2	4720.087	143.142	.000 ^b
	Residual	9101.059	276	32.975		
	Total	18541.233	278			

Based on Table 5, a significance score of $0.000 < 0.05$ and an F-value of $143.142 > F$ -table 3.028 were obtained, which means that the variables of self-control and conformity have a significant effect on the dependent variable, namely academic procrastination.

Table 6. Results of the Multiple Linear Regression Hypothesis Test

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	29.638	3.194		9.279	.000
	Self-Control	-.221	.098	-.096	-2.268	.024
	Conformity	.672	.040	.714	16.888	.000

To determine the regression coefficient, a hypothesis test is then conducted by comparing the score (Sig) with a probability of 0.05 and the t-value with the t-table. From the results presented in Table 6, it is known that self-control obtained a significance value of $0.024 < 0.05$, and for t-obtained which was obtained as $-2.268 < t$ -table 1.968, this means that the self-control variable has an influence on the academic procrastination variable. Thus, the first hypothesis (H1) is accepted. Then the conformity variable showed a significance score of $0.000 < 0.05$, and thitung obtained a score of $16.888 > t$ table 1.968, thus conformity affects academic procrastination. Thus, the second hypothesis (H2) is accepted.

Table 7. R Square Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.714 ^a	.509	.506	5.74237

Based on Table 7, the R² value is 0.509, which means that self-control and conformity influence academic procrastination by 50.6%, while 49.4% is driven by other variable factors outside of this study.

Discussion

This study aims to determine the relationship between self-control and conformity and academic procrastination among private university students in Sidoarjo. The results of data analysis with multiple linear regression tests showed that there was a simultaneous relationship between self-control variables and conformity with academic procrastination, with an R² score of 0.509 and a F_{cal} score of 143.142 with a significance of 0.000 ($p < 0.05$). This finding is in line with Zahraningsih's research which indicates a significant relationship between self-control and conformity on academic procrastination [28].

Academic procrastination is a behavior in which a person delays starting or completing his or her task until it is close to the end of its collection. Ferrarri stated that the emergence of academic procrastination can be caused by various factors, both from internal and external factors. Internal factors include a person's biological and psychological factors, including physical state, self-control, self-esteem, motivation, perfectionism, anxiety, etc. Meanwhile, external factors include parenting patterns, factors of the surrounding environment including conformity, and can be caused by the amount of work that must be completed [6]. This means that self-control and conformity are factors that play a role in academic procrastination.

Based on the data analysis, it is known that there is a significant role of self-control with a negative relationship with academic procrastination, where the regression coefficient score is -0.221 with a significance level of 0.024 ($p < 0.05$), so it is interpreted that if the self-control variable increases by 1 point significantly and other independent variables have a fixed value, then the self-control variable can decrease the value of the academic procrastination variable by 22.1%. The results of the study indicate that a higher level of self-control can reduce the level of academic procrastination in students, and vice versa if self-control is at a low level, then academic procrastination behavior will increase.

The results of this study support the findings of the research of Widyastari, et al. which stated that self-control on academic procrastination has a significant negative relationship [29]. In addition, the results of Paramithasari's research, et al. also supported the results of this study by showing that self-control has a negative effect on academic procrastination, and stated that the behavior of procrastinating to start or complete assignments is influenced by student habits, lack of calm attitude, poor work ethics, lack of reliability and lack of self-discipline [30].

The results of the research conducted by the researcher support the results of Muhid's research which states that low self-control is one of the aspects that affect the occurrence of procrastination in early adulthood. This study used a sample of final year students who are in a transition period in early adulthood, which is generally close to the age of 18 to 25 years. This is relevant because in final year students often they begin to face heavier tasks, including thesis preparation, final exams and may be preparing to enter the world of work, therefore final year students may postpone because they feel pressured by the existing demands and find it difficult to control themselves [13].

Tangney mentioned the characteristics of self-control, namely being able to control thoughts, emotions, urges and controlling performance and being able to stop behaviors that become habits. The ability to control oneself is an important aspect in giving rise to behavior. Students with a low level of self-control tend to be less able to control their thoughts or stop their behavior, so that academic procrastination behavior will be vulnerable to students with a low level of self-control. Self-control is a crucial aspect in influencing academic procrastination, high self-control allows individuals to be able to manage their thoughts, impulses and better decision-making, with the joint contribution between high self-control and low levels of academic procrastination, it will be easier for students to produce maximum improvement during the lecture process, so that they can complete the study period on time [14].

The results of this study also show that conformity is one of the aspects that affect academic procrastination behavior in students, where the regression coefficient value is 0.672 and the significance is 0.000, ($p < 0.05$), then every 1 point increase in the conformity variable will significantly increase the value of the academic procrastination variable by 67.2%, provided that the independent variable has a fixed value. This value means that between conformity and academic procrastination there is a significant positive relationship.

The results of this study support the results of previous research on the relationship between conformity and academic procrastination, it is known that there is a positive and significant relationship between conformity variables and academic procrastination among students who participate in organizations at University "X". In addition, in the research of Lubis, et al. also explained that between conformity and academic procrastination there is a significant positive relationship. Thus, the results of this study reinforce the findings of the previous study with the finding that if the greater the level of conformity, the greater the level of academic procrastination that will be carried out, and vice versa. The results of this research are in accordance with the theory [31][32]. According to Santrock which states that an individual who is part of a group, will tend to act according to what is desired in the group [18].

In an academic context, if a student is in a group that considers academic procrastination as common and natural, then the individual will tend to follow the behavior in the group. An individual's strong social attachment to a group can increase group norms. If a person feels that they have a good relationship with a member of the group, then they will feel pressure to behave according to the norms of the group and

tend to follow existing behaviors, including procrastinating in completing academic tasks[18].

This is in line with the theory of conformity according to Sears, et al. who mentioned aspects of conformity including cohesion, agreement and obedience [22]. A person tends to follow the behavior of his group members so that they are not isolated and to be in harmony and in accordance with the norms that exist around their environment. The impact of peers can be one of the factors in academic procrastination behavior, where individuals with a high tendency to conformity will tend to try to follow the actions of their group. When group members show unwillingness to start or complete a task, then a person often follows the same attitude. Students often behave this way because they feel more comfortable behaving in accordance with the group that also procrastinates to complete their academic tasks, therefore they create an environment that makes them feel more relaxed and have no pressure. Social norms that consider academic procrastination as commonplace can have a bad impact such as a decrease in motivation in individuals to complete tasks on time. So, if the conformity of an individual to a group is low, it may be that an individual does not follow the rules and norms contained in the group.

This study also showed the results of the determination coefficient test with an R Square value of 0.509, meaning that self-control and conformity affect academic procrastination by 50.9%, while 49.1% can be influenced by other variables that are not in this study, such as self-awareness, self-esteem, self-efficacy, and anxiety, perfectionism, parenting and so on.[13].

The limitation of this study is that the population sample is only conducted on students of private universities in Sidoarjo, so the results may not be fully generalizable for students in other institutions or in different regions. Cultural variations and academic environments can influence procrastination behaviors that are not represented in this sample.

CONCLUSION

Fundamental Finding : This study concludes that self-control has a significant negative relationship with academic procrastination, while conformity has a significant positive relationship, with both variables collectively accounting for 50.9% of the variance in academic procrastination among students at private universities in Sidoarjo. **Implication** : These findings highlight the importance of enhancing self-regulatory capacities and reducing susceptibility to negative conformity in efforts to minimize academic procrastination. Strengthening self-discipline and promoting independent decision-making may create a more supportive academic environment that encourages timely task completion. **Limitation** : The study is limited by its focus on students from private universities within a specific geographic area, which may restrict the generalizability of the results. Additionally, other potential influencing variables, such as motivation, time management, or academic self-efficacy, were not examined. **Future Research** : Subsequent studies should expand the population to include public universities and diverse regional contexts to explore cultural and institutional influences.

Future research is also encouraged to investigate additional psychological and contextual variables to develop a more comprehensive model of academic procrastination.

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