

BEHIND ACADEMIC PROCRASTINATION: A STUDY OF TIME MANAGEMENT, SELF-CONTROL, AND LEARNING MOTIVATION AMONG MANAGEMENT STUDENTS IN BANJARMASIN

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Abstract

Academic procrastination has become a critical concern in higher education, particularly among Management students who are required to balance intensive academic workloads, organizational responsibilities, and extracurricular activities. Despite extensive research on procrastination, empirical studies that simultaneously examine time management, self-control, and learning motivation within the context of undergraduate Management students in Banjarmasin remain limited. This study addresses this gap by investigating the combined influence of these three behavioral and psychological factors on academic procrastination. Using a quantitative approach, data were collected from 160 undergraduate students in the Bachelor of Management program in Banjarmasin through structured questionnaires. Multiple linear regression analysis was employed to test the proposed relationships. The results demonstrate that time management, self-control, and learning motivation have a significant and negative effect on academic procrastination, indicating that improvements in these factors correspond with reduced procrastination behavior. Additionally, this research provides empirical evidence specific to Management students in Banjarmasin, offering insights that are contextually relevant for regional higher education institutions. The findings suggest important implications for academic policy and instructional design, emphasizing the need for structured interventions aimed at strengthening students' self-regulation and motivation. This study contributes to the literature by offering a context-specific model for understanding academic procrastination and provides a foundation for developing targeted academic support programs. Future research is encouraged to incorporate longitudinal designs and explore digital learning factors to further enrich the understanding of academic procrastination.

Keywords: Time Management, Self-Control, Learning Motivation, Academic Procrastination, Management Students

1. INTRODUCTION

University students are individuals enrolled in higher education institutions, including public universities, private universities, and other institutions equivalent to higher education. Students engage in a wide range of activities, including academic learning, completing coursework, participating in student organizations, using the internet and smartphones, leisure activities, and social interaction. Time management refers to the processes of planning, scheduling, and organizing one's time in order to complete daily activities and responsibilities effectively (Fu et al., 2025; Korhonen et al., 2024; Roy & Marsafawy, 2023)

According to Fijannati (2024), in completing their studies, students must pass the final phase of their academic journey, namely the preparation of an undergraduate thesis. A thesis is a scientific paper that must be completed by undergraduate students at higher education institutions, both public and private, as a requirement for obtaining a bachelor's degree. Students generally have high expectations of completing their thesis successfully and on time; however, in practice, only a portion of students are able to meet these expectations. Various problems may arise during academic activities, including excessive workloads, multiple demands, poor time management, and the accumulation of academic assignments (Lubis et al., 2022).

In facing increasingly complex academic activities, students are also required to adapt to significant challenges. Svartdal et al. (2022) explain that upon entering academic life, students must be able to survive and adapt to challenging environments. Therefore, students need skills and competencies related to academic work, planning, and self-regulation to cope with educational environments that are often complex, less supportive, and relatively unstructured.

Academic procrastination refers to the habitual delay or avoidance of academic tasks such as completing assignments, studying for examinations, writing reports, or finishing a thesis, despite awareness that such delays may result in negative consequences. This behavior is commonly characterized by postponing task initiation, choosing more enjoyable but less important activities, and ultimately experiencing guilt, anxiety, and stress due to work accumulation near deadlines. Nugroho & Jaryanto (2024) define procrastination as a maladaptive delay behavior with harmful consequences for both the individual and others.

This issue becomes increasingly relevant in the context of Generation Z in Indonesia, whose population is substantial. Indonesia ranks fourth globally in terms of population size, with approximately 281.6 million people (Badan Pusat Statistik Indonesia, 2024). Generation Z constitutes a dominant segment of the population, estimated at around 74.93 million individuals, and plays a crucial role in national development. Consequently, examining the academic behaviors of Generation Z, particularly academic procrastination, is essential.

What may initially appear to be a trivial habit of delaying tasks can have serious consequences for both academic success and daily life. Academic procrastination is a common phenomenon among university students and adults. Widyastari et al. (2020) define academic procrastination as a persistent tendency to delay or avoid initiating or completing academic tasks, which gradually becomes ingrained in daily behavior. Although students may experience short-term relief, in the long run they face significant academic and psychological costs.

These findings highlight the close relationship between time management and academic procrastination. Winarna & Rozamuri (2024) emphasize that effective time management contributes significantly to success, achievement, and task completion. Structured scheduling and activity planning enable individuals to execute tasks

efficiently and productively. Conversely, delays in studying and completing assignments reflect an inability to utilize time effectively (Mediastuti & Nurhadianti, 2022).

Several studies indicate that effective time management can reduce academic procrastination. Additionally, research also shows that procrastination levels among students remain high due to inadequate time management, resulting in negative outcomes such as stress and declining academic performance. This underscores the importance of time management skills in organizing academic activities to prevent procrastination (Anabillah et al., 2022; Nursa'adah et al., 2025; Saputri et al., 2024).

Beyond time management, self-control plays a crucial role in determining whether students can avoid procrastination. Self-control refers to an individual's ability to regulate thoughts, emotions, and behaviors in accordance with long-term goals. Self-control is described as the capacity to manage behavior, cognition, emotions, and decision-making by considering potential consequences before acting. Students with stronger self-control are better able to resist distractions and maintain focus on academic responsibilities (Chen & Lopez, 2024; Wang & Sun, 2023).

Furthermore, self-regulation and self-control have been shown to significantly influence procrastination tendencies. Lutfia et al. (2023) reported a significant negative relationship between self-regulation and academic procrastination among final-year students, particularly during the completion of undergraduate theses. Students with low self-regulation were more likely to delay academic tasks, especially when facing academic pressure and guidance limitations. Learning motivation is defined as the internal and external drive that encourages individuals to engage in learning activities to achieve desired goals. Motivated students tend to demonstrate persistence, initiative, timely task completion, and resilience in overcoming academic difficulties.

Based on these findings, academic procrastination among students in Banjarmasin is influenced by three primary factors: time management, self-control, and learning motivation. Better scheduling, stronger self-regulation, and sustained motivation are associated with lower levels of procrastination. However, prior studies often examine these factors separately, creating a research gap. Therefore, this study aims to address this gap by simultaneously examining the effects of time management, self-control, and learning motivation on academic procrastination among final-year management students in Banjarmasin. This approach is expected to provide a more comprehensive understanding and support the development of effective strategies to reduce academic procrastination and improve educational outcomes.

2. METHODOLOGY

Research Design

This study employed a quantitative research approach using a cross-sectional survey design. The quantitative method was selected to examine the relationships

between time management, self-control, learning motivation, and academic procrastination through statistical analysis. A cross-sectional design was deemed appropriate because data were collected at a single point in time to capture students' current behavioral and psychological conditions.

Population and Sample

The population of this study consisted of final-year undergraduate students enrolled in the Bachelor of Management program in higher education institutions located in Banjarmasin who were actively working on their undergraduate thesis. This population was selected because final-year Management students face increased academic demands, particularly in balancing thesis completion with coursework, organizational involvement, and other academic responsibilities, which makes them more vulnerable to academic procrastination.

The sample was drawn from this population using a purposive sampling technique, with inclusion criteria that respondents were (1) registered as active final-year Management students, (2) currently in the process of preparing or revising their undergraduate thesis, and (3) willing to participate in the study. A total of 160 students met these criteria and were included as research respondents. Sample size determination followed the guideline proposed by Hair et al. (2020), recommending a minimum of 5–10 respondents per indicator for multivariate analysis. With 16 measurement indicators, the minimum recommended sample size was 160 respondents (16×10). A snowball sampling technique was employed due to the absence of a comprehensive sampling frame for final-year students. Initial respondents who met the inclusion criteria were asked to refer other eligible participants. This technique was considered appropriate given the specific and relatively hard-to-reach nature of the target population.

Instruments

Data were collected using a structured self-administered questionnaire distributed online. All items were measured using a Likert-type scale, allowing respondents to express their level of agreement with each statement.

The questionnaire consisted of four constructs:

- 1) Time Management (X1). Time management is measured through goal setting and prioritization, time management techniques, and preference for organization.
- 2) Self-Control (X2). Self-control is measured through behavioral control, cognitive control, and decision control.
- 3) Learning Motivation (X3). Learning motivation is measured through the desire to succeed, learning drives and needs, future expectations and aspirations, rewards in learning, engaging learning activities, and a conducive learning environment.
- 4) Academic Procrastination (Y). Academic procrastination is measured through delays in starting and completing tasks, delays in task completion,

discrepancies between planned and actual performance, and preference for more enjoyable activities.

Data Analysis

The collected data were analyzed using quantitative statistical methods. The data were first coded and checked to ensure completeness. Descriptive statistics were used to summarize respondents' characteristics and describe the variables of time management, self-control, learning motivation, and academic procrastination.

Before hypothesis testing, classical assumption tests were conducted, including tests of normality, multicollinearity, and heteroscedasticity, to ensure that the data met the requirements for regression analysis. Multiple linear regression analysis was then used to examine the effects of time management, self-control, and learning motivation on academic procrastination. The t-test was used to test the effect of each independent variable, while the F-test was used to test the model simultaneously. The coefficient of determination (R^2) was used to determine how much academic procrastination could be explained by the independent variables.

3. FINDINGS AND DISCUSSION

Based on the systematic *Systematic Literature Review* (SLR) process, a number of relevant empirical articles were identified for further analysis. The analysis of these articles was conducted through structured data extraction into a synthesis table, which included information such as authors, year of publication, research objectives, methods, variables, and key findings. Based on this extraction table, an in-depth analysis was subsequently carried out, resulting in the identification of four main thematic discussion areas.

3.1 Findings

Before conducting hypothesis testing, the research instruments were assessed to ensure their validity and reliability. The results of the validity test show that all questionnaire items have factor loading values above the acceptable standard, indicating that each item effectively measures its intended construct. In addition, the reliability test reveals that all variables achieve Cronbach's alpha values exceeding the minimum required level, demonstrating consistent measurement. These results confirm that the instruments used in this study are valid and reliable and can be used for further statistical analysis.

Furthermore, classical assumption tests were performed to evaluate the suitability of the regression model. The normality test indicates that the data are normally distributed, as shown by acceptable probability values. The multicollinearity test shows that all independent variables have tolerance values above the minimum limit and variance inflation factor (VIF) values below the critical threshold, suggesting the absence of multicollinearity. The heteroscedasticity test also indicates no heteroscedasticity, as the significance values exceed the established criterion. Overall,

these findings demonstrate that the regression model meets all classical assumption requirements and is appropriate for hypothesis testing.

Table 1. The Result of the t - Test

		Coefficients ^a		Standardized Coefficients Beta	t	Sig.
Model		Unstandardized Coefficients B	Std. Error			
1	(Constant)	37.339	.922		40.518	.000
	TIME MANAGEMENT	-.137	.052	-.223	-2.639	.009
	SELF CONTROL	-.074	.030	-.224	-2.447	.016
	LEARNING MOTIVATION	-.130	.026	-.420	-4.945	.000

a. Dependent Variable: ACADEMIC PROCRASTINATION

Source: SPSS Output (2026)

The table shows the results of hypothesis testing using multiple linear regression analysis on academic procrastination. The constant value of 37.339 indicates the level of academic procrastination when time management, self-control, and learning motivation are not considered.

Additionally, the results for time management show a regression coefficient of – 0.137 with a significance value of 0.009, which is below 0.05. This indicates that time management has a negative and significant effect on academic procrastination. Therefore, Hypothesis 1 is accepted, meaning that better time management reduces academic procrastination. Moreover, the regression coefficient for self-control is – 0.074 with a significance value of 0.016. Since this value is also below 0.05, self-control has a negative and significant effect on academic procrastination. Thus, Hypothesis 2 is accepted, indicating that higher self-control leads to lower academic procrastination. The results for learning motivation show a regression coefficient of – 0.130 with a significance value of 0.000. This demonstrates a negative and highly significant effect on academic procrastination. As a result, Hypothesis 3 is accepted, and learning motivation is identified as the most influential factor in reducing academic procrastination, as indicated by the largest standardized beta value.

Overall, the table confirms that all proposed hypotheses are supported. Time management, self-control, and learning motivation each have a significant negative effect on academic procrastination among Management students.

Table 2. The Result of the F - Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	400.530	3	133.510	96.844	.000 ^b
	Residual	215.063	156	1.379		
	Total	615.594	159			

a. Dependent Variable: ACADEMIC PROCRASTINATION

b. Predictors: (Constant), LEARNING MOTIVATION, TIME MANAGEMENT, SELF CONTROL

Source: SPSS Output (2026)

The ANOVA table shows the overall significance of the regression model used in this study. The regression model, which includes time management, self-control, and learning motivation as independent variables, produces an F value of 96.844 with a significance level of 0.000. Since the significance value is far below the 0.05 threshold, the regression model is statistically significant. This indicates that the independent variables, when considered simultaneously, have a meaningful effect on academic procrastination.

In relation to hypothesis testing, these findings support the simultaneous hypothesis, which states that time management, self-control, and learning motivation together have a significant effect on academic procrastination. Because the model is significant, the hypothesis is accepted. This means that improvements in time management, self-control, and learning motivation collectively contribute to reducing academic procrastination among Management students.

Table 3. Model Summary

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.807 ^a	.651	.644	1.174

a. Predictors: (Constant), LEARNING_MOTIVATION, TIME_MANAGEMENT, SELF_CONTROL

b. Dependent Variable: ACADEMIC_PROCRATINATION

Source: SPSS Output (2026)

The Model Summary table presents information regarding the strength of the relationship between the independent variables and academic procrastination, as well as the explanatory power of the regression model. The correlation coefficient (R) value of 0.807 indicates a strong relationship between time management, self-control, learning motivation, and academic procrastination. This suggests that the independent variables are strongly associated with changes in academic procrastination.

The R Square value of 0.651 means that 65.1% of the variance in academic procrastination can be explained by time management, self-control, and learning motivation collectively. This indicates that the model has substantial explanatory power. The remaining 34.9% of the variance is influenced by other factors not included in this study. The Adjusted R Square value of 0.644 confirms that the model remains strong after adjusting for the number of independent variables, indicating that the explanatory power is not inflated by the model complexity.

Finally, the standard error of the estimate of 1.174 shows that the prediction error of the model is relatively low, suggesting that the regression model provides a good fit to the observed data. Overall, these results indicate that the regression model is robust and suitable for explaining academic procrastination among Management students.

3.2 Discussions

The present study investigated the combined effects of time management, self-control, and learning motivation on academic procrastination among undergraduate Management students in Banjarmasin. The results demonstrate that all three variables exert a significant and negative influence on academic procrastination. These findings confirm that academic procrastination is a multidimensional phenomenon shaped by the interaction of behavioral, cognitive, and motivational factors rather than a single isolated cause.

Time Management and Academic Procrastination

The findings reveal that time management significantly and negatively affects academic procrastination, indicating that students who are able to plan, schedule, and prioritize their academic activities effectively tend to procrastinate less. This result is consistent with extensive prior research identifying poor time management as one of the strongest predictors of procrastination. Mediastuti & Nurhadianti (2022) argue that delaying academic tasks reflects an individual's inability to utilize available time efficiently.

In the context of Management students, effective time management becomes particularly critical due to the high intensity of academic workloads, group projects, organizational involvement, and practical assignments that demand simultaneous attention. Winarna & Rozamuri (2024) highlight that structured scheduling and clear prioritization enable students to manage multiple responsibilities more productively. Similarly, Marsela & Irianto (2024) found that students with weak time management skills exhibited lower learning discipline and significantly higher levels of academic procrastination.

Self-Control and Academic Procrastination

Self-control was found to have a significant negative effect on academic procrastination, underscoring the importance of self-regulation in academic behavior. This finding supports the theoretical perspective that procrastination is not solely a time-related issue but also reflects deficits in behavioral and emotional regulation. Previous empirical studies strongly support this relationship. Rokiyah et al. (2025) demonstrated that students with clear goal-setting abilities and strong self-control reported lower levels of procrastination. These findings suggest that self-control operates as a protective psychological mechanism that helps students remain committed to academic goals despite immediate temptations.

In the Banjarmasin context, where problematic internet use has been shown to contribute to procrastination (Lutfia et al., 2023), self-control plays a critical role in moderating the negative effects of digital distractions. Students with weaker self-control are more likely to engage in non-academic online activities as a form of avoidance, whereas those with stronger self-regulation are better equipped to manage their online behavior and remain academically productive. Thus, self-control not only

reduces procrastination directly but also indirectly mitigates the impact of environmental distractions.

Learning Motivation and Academic Procrastination

The results further indicate that learning motivation significantly reduces academic procrastination, supporting motivational theories that emphasize the role of internal and external drives in sustaining academic engagement. Students with high motivation tend to view academic tasks as meaningful and valuable, which increases persistence and reduces avoidance behavior. This finding aligns with Marsela & Irianto (2024), who emphasized that motivated students demonstrate greater initiative, effort, and consistency in learning activities. The students with strong intrinsic motivation were more disciplined in completing academic tasks, while those with low motivation perceived assignments merely as formal requirements and were more likely to procrastinate.

Marsela & Irianto (2024) further demonstrated that learning motivation, along with time management and self-efficacy, had a negative effect on academic procrastination among university students. These findings suggest that motivated students are more resilient when facing academic challenges and less likely to engage in avoidance behaviors. For Management students, motivation may also be influenced by perceived relevance of coursework to future career prospects, implying that instructional strategies emphasizing real-world application may enhance motivation and indirectly reduce procrastination.

Integrated Effects of Time Management, Self-Control, and Motivation

One of the key contributions of this study lies in its simultaneous examination of time management, self-control, and learning motivation. While many previous studies have examined these factors separately, the present findings demonstrate that academic procrastination emerges from the interaction of these variables. Students who lack time management skills may still avoid procrastination if they possess strong self-control and high motivation, whereas students with adequate planning skills may continue to procrastinate if they lack self-regulation or motivation.

This integrated perspective is consistent with multidimensional models of procrastination proposed by Svartdal et al. (2022), which emphasize the interplay between cognitive planning, emotional regulation, and motivational processes. The results suggest that interventions targeting only one factor may be insufficient, as procrastination behavior is sustained by multiple interconnected mechanisms.

Practical and Theoretical Implications

From a practical standpoint, the findings highlight the need for higher education institutions in Banjarmasin to implement comprehensive intervention programs that simultaneously address time management, self-control, and learning motivation. Academic workshops, mentoring programs, and counseling services can be designed to help students develop structured schedules, strengthen self-regulation skills, and maintain academic motivation. Lecturers may also contribute by providing clear

learning objectives, staged deadlines, and feedback that reinforces students' sense of competence and purpose.

Theoretically, this study contributes to the literature by providing context-specific empirical evidence from Management students in Banjarmasin and by supporting a multidimensional approach to understanding academic procrastination. The findings extend prior research by demonstrating that procrastination is best explained through the combined influence of behavioral and psychological factors rather than isolated predictors.

4. CONCLUSION

This study examined the influence of time management, self-control, and learning motivation on academic procrastination among undergraduate Management students in Banjarmasin. The findings indicate that all three variables have a significant and negative effect on academic procrastination. This suggests that students who are able to manage their time effectively, exercise stronger self-control, and maintain higher levels of learning motivation are less likely to delay academic tasks. The results confirm that academic procrastination is a multidimensional phenomenon influenced by both behavioral and psychological factors. Time management emerged as a critical behavioral skill that enables students to organize academic responsibilities and reduce task overload. Self-control functioned as a key psychological mechanism that helps students resist distractions and regulate their academic behavior, particularly in environments characterized by high digital exposure. Learning motivation played an essential role in sustaining students' engagement and persistence in completing academic tasks in a timely manner. By examining time management, self-control, and learning motivation simultaneously, the study offers a more comprehensive understanding of the factors that contribute to academic procrastination. The findings reinforce previous research while extending it through a context-specific model that may inform academic policy and student development programs in higher education institutions.

ACKNOWLEDGEMENTS (OPTIONAL)

The authors sincerely acknowledge the support of Institut Bisnis dan Teknologi Kalimantan for providing academic guidance and research facilities throughout the completion of this study. Such support played a vital role in enabling the data collection, analysis, and overall execution of the research. The authors also extend their appreciation to all individuals and institutions who contributed, either directly or indirectly, including colleagues, reviewers, and data-providing organizations, whose insights and constructive feedback significantly improved the quality of this research.

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