



The Contribution of Self-Regulated Learning and Peer Social Support to Academic Procrastination in Completing Thesis

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Abstract. This study aims to examine the contribution of self-regulated learning and peer social support to academic procrastination among university students in completing their thesis. Meanwhile, peer social support provides emotional and motivational assistance that can help students overcome academic stress and maintain their commitment to completing tasks. Using a quantitative correlational design, the research population is 2353 students of the Faculty of Tarbiyah and Teacher Training which was found to be a sample of 100 students who used the Taro Yamane formula. The analysis of this study uses description, simple and multiple linear regression. The analysis of research data was conducted using the Statistical Product and Service Solution (SPSS) 28 For Windows application. The results showed that both self-regulated learning and peer social support significantly contribute to reducing academic procrastination, with self-regulated learning having a stronger influence. Furthermore, the combination of these two factors explained a substantial portion of the variance in procrastination behaviour. The findings suggest that interventions aimed at improving students' self-regulation skills and fostering supportive peer networks can effectively decrease procrastination and enhance thesis completion rates. This study provides valuable insights for educators and academic counsellors in designing comprehensive support programs to assist students in overcoming procrastination challenges.

Keywords: Self-Regulated Learning, Peer Social Support, Academic Procrastination.

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Introduction

Students are students who take part in the learning process and are registered at the university level. Thesis is a final project that must be completed by students as one of the requirements that must be met so that students can be declared graduated from college and get a bachelor's degree. Thesis work must be done immediately for final year students to achieve graduation on time (Kharunia, 2023). However, in reality, there are still many students who delay in making their thesis, this is called academic procrastination. Academic procrastination is a widespread phenomenon in the academic world (Afzal et al., 2018). Academic procrastination is an individual's tendency to procrastinate on a given task, procrastination done unnaturally and irrationally in a task resulting in unsatisfactory

assignment results, decreased performance, and emotional disturbances (Oktia, et. al., 2023). The academic procrastination of students who have not completed their thesis is the behaviour of procrastinating when completing a thesis assignment, if left unchecked, will result in the final project not being completed and even hindering their studies in higher education (Pane, 2023).

Academic procrastination can be expressed as a lack of timely fulfilment of learners' responsibilities related to the educational process (Zacks & Hen, 2018). Academic procrastination often occurs among students which if left unchecked will have an impact on declining student achievement and academic failure (Saplavska & Jerkunkova, 2018; Firmansyach, et. al., 2023). Academic procrastination is the behaviour of students who have a habit of procrastinating in doing assignments. Academic procrastination is becoming an increasingly common problem, especially among high school students (Firmansyach, et. al., 2023). The cause of individuals to do academic procrastination is the evaluation of anxiety, which can be temporary (state anxiety) or relatively stable (trait anxiety) and lack of self-regulated learning skills (Melgaard, et. al, 2022; Amadea, 2024).

Lack of self-regulation is one of the internal factors that cause academic procrastination (Goroshit, 2018). Furthermore, social support is one of the external factors that are predicted to cause academic procrastination in students (Farah et al., 2019). Increasing self-regulated learning can reduce academic procrastination behaviour, students who have a plan in completing their academic tasks can manage themselves to focus on doing their assignments (Chotimah & Nurmufida, 2020) and are able to supervise their own behaviour in order to complete their assignments is a characteristic of students who have high self-regulated learning (Yaningsih & Fachrurrozie, 2019; Aditya & Muhibbin, 2024). Research by Prima Indonesia University, this study found that self-regulated learning and peer social support together contributed 40.7% in reducing student academic procrastination. Good SRL and strong social support from peers can help students manage time and motivation so as to reduce the tendency to procrastinate in completing the thesis.

In line with previous research according to Racmaningtyas (2022) that self-regulated learning ability plays an important role for first-year students who are required to be more independent because learning in college is different from that in high school, especially during a pandemic. Self-regulated learning can be influenced by social environmental factors, including peer social support, the results of his research show a correlation coefficient of $r = 0.598$ which indicates a fairly strong positive correlation between the two variables. This means that the higher the peer social support, the higher the students' self-regulated learning. Further research also explains that peer social support affects self-regulated learning by 0.262 or (6.9%) with a positive coefficient. So that the higher the social support of peers, the higher the self-regulated learning of students in Makassar City, and vice versa (Kusnah, 2022). Furthermore, research according to Herdiati (2014) states that peer social support affects self-regulated learning by 0.262 or (6.9%) with a positive coefficient. So that the higher the social support of peers, the higher the self-regulated learning of students in Makassar City, and vice versa.

Research Aruzi (2023) the result of the correlation coefficient is 0.222 with a significance value of 0.047 ($p < 0.05$). This shows that there is a significant relationship between peer

social support and self-regulated learning in students, a positive sign on the correlation score indicates that there is a positive relationship between peer social support and self-regulated learning in students at MAN 1 Kendari. From the results of this study, it can be concluded that there is a positive relationship between peer social support and self-regulated learning in students.

Research Khusniah (2022) that there is a positive relationship between Peer Social Support and Self-Regulated Learning in students at Antarctica 2 Sidoarjo Vocational School. The results of hypothesis testing obtained a correlation coefficient of 0.328 with a significance value of $0.000 < 0.05$ which means that the hypothesis proposed in this study can be accepted. If peer social support is high, self-regulated learning will also be higher. Conversely, if the social support of peers in students is low then self-regulated learning in students is also low. Another finding shows that the magnitude of the influence of peer social support on self-regulated learning is 14.6%. While 85.4% is influenced by other factors that are not involved in this study.

These studies show that Self-Regulated Learning and Peer Social Support significantly contribute to reducing students' academic procrastination, especially in the context of thesis completion. SRL helps students manage time and motivation independently, while social support provides important motivation and emotional support during the academic process.

This means that the higher the social support of peers, the lower academic procrastination. This study will examine the contribution of several factors that affect students' academic procrastination in completing their thesis (Sholehah et al., 2019). This needs to be done considering that timely graduation is one of the main performance indicators of the rector in seeing the success of universities. To see the factors that contribute most to influencing academic procrastination, it is necessary to discuss further to improve the quality of higher education in order to produce timely and professional graduates (Rachmaningtyas & Khoirunnisa, 2022).

A previous study conducted (Amadea, 2024) found that role conflicts and interpersonal relationships were thought to be positively associated with academic procrastination. People who procrastinated were found to be more likely to procrastinate on their assignments and not take advantage of the extra time available. Furthermore, research conducted by Hartati, et. al., (2022) explains that many students in Malaysia procrastinate in assignments. The results of the study also showed that there was a significant negative correlation between academic procrastination and intrinsic motivation. The tendency to postpone academic activities results in a person doing assignments at the last deadline, so they have less time control and less study time. This results in longer task completion times, poor academic outcomes, and lower student commitment to goal achievement. In the end, this will endanger learning if it continues (Sagita & Mahmud, 2019).

Although many studies have examined academic procrastination, there are still few that specifically discuss procrastination in completing student theses (Sholehah et al., 2019). The author feels the need to conduct further research. Previous research has proven that procrastination is related to self-regulation (Yaningsih & Fachrurrozie, 2019; Kharunia, 2023) found that students with low self-regulated learning and low peer support led to delays in completing assignments. Students who are able to self-regulate will take the initiative in their

studies and are usually aware of their academic goals (Dami & Parikaes, 2018). However, students who like to procrastinate are not motivated to do academic activities. A negative correlation was found between academic procrastination and self-regulatory motivation, especially intrinsic motivation (Dinata & Nurcahyo, 2024). Furthermore, the results of (Sundaramoorthy's, 2018) research explain that the phenomenon of academic procrastination is a common obstacle that causes a decrease in student achievement and welfare. The strong social support that students get allows a person to become dependent on the social support they receive. As a result, in completing academic tasks, they always rely on the help of family or others in their social sphere to help those (Pratitis, et. al., 2021).

Many previous studies have discussed academic procrastination, but there are still few that discuss academic procrastination in students who have not completed their thesis. The author feels the need to conduct further research so that the academic procrastination of students who have not completed their thesis can be overcome to improve the quality of graduates and the quality of higher education. Because, if academic procrastination among students is left unchecked, it will have an impact on declining achievement and academic failure in students.

Academic procrastination is associated with personality aspects. Personality aspects are a range of traits that a person has that determine his behaviour. Having chosen one's mode of action as determined by personality aspects is useful in tracking patterns that can contribute to academic procrastination. Therefore, the identified aspects of personality include cognitive, affective, and behavioural aspects (Afzal, et. al., 2018; Chotimah & Nurmufida, 2020; Hartati, et. al., 2022; Nurhalifah, 2024).

Social support is a multidimensional concept that broadly refers to emotional (e.g., providing encouragement), instrumental (e.g., helping to take care of the house) or informational (e.g., informing someone about job opportunities) that a list receives from others (Nurhalifah, 2024). The students reflected that peer support made this transition successful because it allowed them to have a strong sense of acceptance, involvement, and motivation. Thus, they can take care of their well-being and mental health and feel supported by a network of peers when they are on and off campus for work placements (Kharunia, 2023). Social support has conceptualized health primarily in relation to the presence or absence of negative impacts associated with acute and chronic stress (e.g. death, pain), suggesting that positive health is not just the opposite of negative health, and optimal health is not a positive thing (Firmansyach, et. al., 2023).

Research conducted by Arum & Konradus (2022) shows that self-regulated learning affects academic procrastination behavior, the behavior of procrastination of academic tasks will decrease if students are able to manage themselves regarding learning planning and evaluation, have the confidence to be able to carry out learning tasks. According to Myers in (Dewi, et. al., 2024) states that important factors that encourage a person to provide positive support, empathy, social norms and values, social exchange assistance. According to (Urbiztondo, 2018) there are several aspects, namely: Emotional support, Instrumental support, Informational support, Assessment support. Aspects of peer social support according to (Putriwangi, 2024) are, attachment, social integration, reassurance of worth, reliable alliance, opportunity for nurturance.

Method

Research Design

This study uses a quantitative approach (Creswell, 2019), this study will describe the picture of student academic procrastination, self-regulated learning, and peer social support for final year students in completing their thesis. This study also uses a correlational method with simple regression analysis techniques and multiple regression which aims to test the contribution of two independent variables to one bound variable. There are three variables in this study, namely: self-regulated leaning (X1) and peer social support (X2) which are independent variables, and academic procrastination (Y) is a bound variable.

Participants

This research was conducted at the Faculty of Tarbiyah and Teacher Training with a research population of 2353 students in the final semester of the 7th to the final semester who are completing their thesis, The characteristics of the participants who are final semester students in completing their theses, based on general information from the research related to academic procrastination, are presented in the table below;

Table 1. Characteristics of the Participants

Characteristics	Description
Number of Participants	2353 students (depending on research)
Gender	Male and female, proportion varies
Age	20-24 years
Semester	Final semester (generally semester 7-8 or final year)
Department/Study Program	Faculty of Tarbiyah and Teacher Training
Academic Status	Currently completing thesis, not graduated on time

Participant Recruitment Procedure

Taking the population to the sample in this study using the Taro Yamane calculation

formula, namely: $n = \frac{N}{Nd2+1}$

Information:

n = Number of samples

N = Number of known population

d = Specified precision

Based on the Taro Yamane formula, it can be calculated that $n = \frac{2353}{2353+1} = \frac{2353}{24,53} = 95,92$ rounded up to 100 samples.

The sample of this study is 100 students who use the sampling technique is simple random sampling with the aim of selecting samples easily according to the characteristics in the research. The sample in this study is final year students in semesters 7-14 who have taken thesis courses but have not completed their thesis.

Research Instruments

The research instrument used as a tool to collect data in this study is scale. The scale used is the Likert scale. This scale is used to measure self-regulated learning, peer social support and the student academic procrastination scale. After the data collection the trial is carried out. Next, a test of the validity and reliability of the instrument items was carried out.

To test the validity of the item, the Product Moment Correlation formula is used by paying attention to the correlation between the item score and the total score. Reliability is the consistency or stability of the score of a research instrument against the same individual and given in different times". The reliability test of the instruments in this study was carried out using Cronbach's Alpha formula (Yusuf, 2011).

Data Analysis

The research data was analyzed using descriptive techniques, then testing the analysis requirements, and testing hypotheses. Data on academic procrastination, self-regulated learning, and peer social support were analyzed and described using the SPSS Application Version 28.

Before conducting tests to analyze the first, second, and third hypotheses, certain requirements tests are first carried out to find out whether the data that has been collected is normally distributed (normality test) Data normality tests are carried out to find out whether the data comes from a normally distributed population or is in a normal distribution. In this study, the normality test was carried out using the kolmogorof-smirnov test, the linearity test aims to find out whether there is a linear relationship between variables. The linearity test in this study uses linear regression line equations (linearity test), and does not relate between independent variables (multicollinearity test).

This test is a form of testing for assumptions in multiple regression analysis. The symptom of multicollinearity is a symptom of correlation between independent variables. The hypothesis testing was carried out to test the contribution between self-regulated learning to academic procrastination using simple regression data analysis. To test the contribution of peer support to the academic procrastination of students who completed their thesis, simple regression data analysis was used. To test the contribution between self-regulated learning, peer support to the academic procrastination of students used multiple regression data analysis. The results section presents validity and reliability tests, variable descriptions, and the results of simple and multiple regression analyses.

Results

The results of this study will be presented with a description of the answer to the problem formulation, namely an overview of academic procrastination, self-regulated learning, and social support for students who complete their final project, looking at the amount of contribution of self-regulated learning, social support for peers to the academic procrastination of final students in completing their thesis and the impact of academic procrastination behaviour students in completing their thesis. The conclusion and discussion in this study is the reflection and meaning of the findings obtained, explaining the difference between the research results obtained and the results of this research are expected to contribute to those involved in overcoming the academic procrastination of students in completing the thesis in order to achieve on-time graduation which is one of the main performance of the rector is to improve the quality of graduates, and it is hoped that this finding can be a solution to help final year students in completing their thesis

Validity Test

Knowing that $df = N-2$, the number of samples was 100 people, and the significance level was 5% (0.05), based on the r product moment table, the r of the obtained table was 0.195, then the question item was declared valid. And vice versa, if a question item has r calculated $< r$ table = 0.195, then the question item is declared invalid. The results of the validity test of the self-regulated learning variable (X1, peer support (X2) for academic procrastination (Y) in field research were that all items had a greater r calculation than the r value of the table. Thus, it can be concluded that all question items on the self-regulated learning variable, peer support for academic procrastination are declared valid

Reliability Test

Table 2. Reliability Test Results

Variable	Alpha Cronbach
self-regulated learning	0.70
Peer Social Support	0.74
Academic Procrastination	0.72

The results of the self-regulated learning questionnaire reliability test found that the Cronbach alpha value was 0.70 which indicates the high reliability of the questionnaire. Likewise, the peer support questionnaire found that the alpha Cronbach value was 0.74 which indicates high questionnaire reliability. In addition, academic procrastination found that the Cronbach alpha value was 0.72 which shows the high reality of the questionnaire

Table 3. Overview of self-regulated learning, peer social support and academic procrastination of students

	N	Min	Max	Mean	SD	K
Self-Regulated Learning	100	42	109	82,4	4,28	Tall
Social Support Peers	100	47	136	98.7	21,2	Tall
Procrastination Academic	100	56	65	54,5	11,2	Low

Based on the table above, it can be described that the Self-Regulated Learning variable is in a high category with a mean of 82.4 on Social Support Peers is in a high category with a mean value of 98.7 in the high category and Procrastination Academic students are in a high category with a mean value of 54.5. The meaning is that final students in the thesis completion process are very related, Self-Regulate Learning, peer support, the higher the average value, the more it will affect student Academic Procrastination.

Table 4. The great contribution of self-regulated learning to the academic procrastination of students (Linear Test Results)

ANOVA						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1 Regression	689.214	1	689.241	60.219	.000b	
Residual	1121.669	98	11.446			
Total	1810.910	99				

a. Dependent Variable: Procrastination Academic

b. Predictors: (Constant), Self-Regulated Learning

Based on the table above, it can be seen that the significance (linearity) is 0.000. This value is smaller than the level of research significance which is 5% (0.05). Thus, it is concluded that Self-Regulated Learning has a linear relationship with Academic Procrastination among final students. Based on the table above, it can be seen that the significance (linearity) is 0.000. This value is smaller than the level of research significance which is 5% (0.05).

Table 5. Simple Linear Regression Analysis

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients				
		B	Std. Error	Beta		
1	(Constant)	34.937	2.540		13.756	.000
	Self-Regulate Learning	.237	.031	.617	7.760	.000

a. Dependent Variable: Procrastination Academic

Based on the table above, the regression equation obtained in this study is $Y = 34.937 + .237 X_1$. The explanation of the regression equation above is that the constant obtained in this study is 34.937, which means that Academic Procrastination (Y) will decrease when the Self-Regulated Learning variable remains. The value of the regression direction coefficient in this study is positive .237, meaning that if there is an addition of one value or number to Self-Regulated Learning (X_1), then there will be a decrease in the variable Procrastination variable (Y) of .237.

Table 6. Determination Coefficient Test

Model		Model Summary ^b					
		R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
						df1	df2
1		.617 ^a	.381	.374	3.38313	1	98

a. Predictors: (Constant), Self-Regulated Learning

b. Dependent Variable: Procrastination Academic

Based on the table above, it can be concluded that variable (X_1) has an influence on variable (Y) of 38.1%. Therefore, there is a contribution of self-regulated learning to student academic procrastination.

Table 7. The contribution Self-Regulated Learning with Peer Social Support (Linear Test Results)

Model		ANOVA ^a				
		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3504.823	1	3504.823	39.262	.000 ^b
	Residual	8748.217	98	89.268		
	Total	12253.040	99			

a. Dependent Variable: Self-Regulated Learning

b. Predictors: (Constant), Peer Social Support

Based on the table above, it can be seen that the significant (linearity) is 0.000. This value is smaller than the research significance level of 5% (0.05). Thus, it is concluded that Self-Regulated Learning has a linear relationship to Peer Social Support among final year students.

Table 8. Simple Linear Regression Analysis

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients				
		B	Std. Error	Beta		
1	(Constant)	42.070	6.499		6.473	.000
	Self-Regulated Learning	.391	.062	.535	6.266	.000

a. Dependent Variable: Academic Procrastination

Based on the table above, the regression equation obtained in this study is $Y = 42.070 + .391 X_2$. The explanation of the regression equation above is that the constant obtained in this study is 42.070, meaning that Academic Procrastination (Y) will decrease when the peer social support variable remains. The coefficient value of the regression direction in this study is positive, 391, meaning that if there is an increase of one value or number in peer social support (X_2), there will be an increase in the Academic Procrastination variable (Y) by .391.

Table 9. Determination Coefficient Test

Model Summary ^b							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					df1	df2	Sig. F Change
1	.535 ^a	.286	.279	9.44815	1	98	.000

a. Predictors: (Constant), Social Support Friend

b. Dependent Variable: Academic Procrastination

Based on the table above, it can be concluded that variable (X2) has an influence on variable (Y) of 28.6%. Therefore, there is a contribution of peer social support to student academic procrastination.

Table 10. The magnitude of the contribution of self-regulated learning and peer social support to student academic procrastination (Linearity Test Results)

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1 Regression	5730.448	2	2865.224	42.610	.000 ^b	
Residual	6522.592	97	67.243			
Total	332899.868	99				

a. Dependent Variable: Academic Procrastination

b. Predictors: (Constant), Social Support Friend, Self-Regulated Learning

Based on the table above, it can be seen that the significant (linearity) is 0.000. This value is smaller than the research significance level of 5% (0.05). Thus, it is concluded that Self-Regulated Learning and Peer Social Support have a linear relationship to Academic Procrastination among final year students.

Table 11. Multiple Linear Regression Analysis

Coefficients ^a					
Model		Unstandardized Coefficients			Sig.
		B	Std. Error	Beta	
1	(Constant)	9.470	10.586		.373
	Self-Regulated Learning	1.232	.214	.474	.000
	Social Support Friend	.240	.060	.328	.000

a. Dependent Variable: Academic Procrastination

Based on the table above, the regression equation obtained in this study $Y = 9.470 + 1.232 X_1 + .240 X_2$. The explanation of the regression equation above is that the constant obtained in this study is 9.470, meaning that Academic Procrastination (Y) will decrease when the Self-Regulated Learning and Peer Social Support variables remain. The coefficient value of the regression direction in this study is positive 1.232, meaning that if there is an increase of one value or number in Self-Regulated Learning (X1), there will be an increase in the Academic Procrastination (Y) variable by 1.232. Likewise, the coefficient value of Peer Social Support (X2) which has a regression of .240 is positive. This means that if the addition of one value or number in peer social support, there will be an increase in the variable (Y), namely Academic Procrastination by .240.

Table 12. Determination Coefficient Test

Model Summary ^b							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					df1	df2	Sig. F Change
1	.684 ^a	.468	.457	8.20020	2	97	.000

a. Predictors: (Constant), Social Support Friend, Self-Regulate Learning

b. Dependent Variable: Academic Procrastination

Based on the table above, it can be concluded that variable (X1) self-regulated learning and variable (X2) peer social support have an influence on variable (Y) of 46.8%, while the remaining 53.2% is influenced by other factors. Other factors that have not been studied have a greater influence in creating student academic procrastination.

Discussion

The results of this study will be presented with a description of the answer to the problem formulation, namely an overview of academic procrastination, self-regulated learning, and social support for students who complete their final project, looking at the amount of contribution of self-regulated learning, social support for peers to the academic procrastination of final students in completing their thesis and the impact of academic procrastination behaviour students in completing their thesis. It can be concluded that the higher the Self-Regulated Learning and Peer Social Support of students in completing their thesis, the higher the academic procrastination of students in the final year to complete their thesis. This is because it is easier for the younger generation to complete the thesis to be able to quickly graduate from the university which also makes the quality of the study program able to get superior accreditation.

Other variables that are thought to have an influence on student academic procrastination include: personality, assertiveness, locus of control, etc. This is supported by the statement Zacks & Hen, (2018) that academic procrastination can be seen from a situational perspective and as a failure to learn self-regulation. This suggests that interventions should address situational and self-regulation deficiencies to help students overcome their tendency to procrastinate. In a comparison between procrastinating and non-procrastinating students, they found that procrastination was strongly associated with maladaptive thinking in four areas including self-depreciating thoughts and feelings, depreciation of others, depreciation of life conditions, and intolerance of frustration. In addition, it is also associated with reduced hope. Academic procrastination by college students along with their online behaviour in course assignments affects their academic performance. Students who admit to procrastinating and not keeping up with online assignments are at high risk of scoring low in final exams (Goroshit, 2018). Previous research has found that low self-efficacy, disorganization, low intrinsic motivation, poor effort regulation, and time management are strong characteristics of academic procrastination (Kharunia, 2023).

They found that academic procrastination is common among college and university students which may reflect their age (Afzal et al., 2018). Procrastination can also cause difficulty concentrating due to feelings of anxiety, resulting in low motivation to learn and self-confidence. Findings by Zacks & Hen, (2018) suggest that academic procrastination has adaptive and maladaptive aspects. Students report that they procrastinate to organize their time more efficiently, reduce boredom, and work more efficiently (Lubis, 2018).

Another dimension of self-regulated learning in this study is the cognitive dimension. The cognitive dimension does not have a significant influence on students' academic procrastination. Self-regulated learning is one way for students to manage their learning

strategies. Supported by a positive self-concept, students will believe in their abilities, this can affect students' self-regulation in learning (Farah et al., 2019).

Research conducted by Sholehah et al., (2019) revealed that there is a negative relationship from self-regulated learning to academic procrastination behaviour, that individuals with dominant self-regulated learning can regulate the activities to be carried out starting from the process of planning, working, and completing tasks can be carried out as well as possible. Research conducted by Rachmaningtyas & Khoirunnisa, (2022) revealed that there is a relationship between self-regulated learning and academic procrastination behaviour, individuals who are able to regulate activities to be carried out starting from the process of planning, working, and completing tasks can be carried out as well as possible is a character of individuals who have high self-regulated learning.

Academic procrastination is associated with aspects of personality. Personality aspects are the range of traits that a person has that determine his behaviour. Having chosen one's mode of action as determined by personality aspects is useful in tracking patterns that may contribute to academic procrastination. Therefore, the identified aspects of personality include cognitive, affective, and behavioural aspects (Nurhalifah, 2024). Another study conducted by Rizanti & Muhari (2013) concluded that there is a negative and significant relationship between self-regulated learning and academic procrastination in memorizing Al Quran in Mahasantri. This means that the higher the student's self-regulated learning, the lower the procrastination he does. Then academic procrastination is strongly influenced by social support, social support is a multidimensional concept that broadly refers to emotional (e.g. providing encouragement), instrumental (e.g. helping to take care of the house) or informational (e.g. telling someone about job opportunities) assistance that the list receives from others (Farah et al., 2019).

Research conducted by (Anastasia & Natalia, 2022) shows that self-regulated learning affects academic procrastination behaviour, the behaviour of postponing academic tasks will decrease if students are able to regulate themselves regarding planning and evaluating learning, have the confidence to be able to perform learning tasks. According to Myers in (Dewi, et. al., 2024) suggests that important factors that encourage someone to provide positive support, empathy, social norms and values, social exchange of assistance. According to (Urbiztondo, 2018) there are several aspects, namely: Emotional support (emotional support), Instrumental support (instrumental support), Informational support (informational support), Appraisal support. Aspects of peer social support according to (Putriwangi, 2024), namely, attachment, social integration, reassurance of worth, reliable alliance, opportunity for nurturance.

Novelty of the Research

Novelty of the research on the contribution of self-regulated learning and peer social support to academic procrastination among students completing their thesis lies in several key aspects:

1. Combined Focus on Self-Regulated Learning and Peer Social Support. While previous studies have examined the relationship between peer social support and academic procrastination, or self-regulated learning and procrastination separately, this research integrates both variables to analyse their combined effect on procrastination in thesis

completion. For example, research at Universitas Prima Indonesia found that self-regulated learning and social support together contributed effectively (40.7%) to reducing academic procrastination, highlighting the importance of both factors simultaneously (Alqabih, 2023).

2. **Specific Context of Thesis Completion.** Many prior studies focused on general academic procrastination or specific student populations like high school or undergraduate students in coursework. This research targets the critical and often stressful phase of thesis writing, which is a distinctive academic challenge for students. Studies show that social support from peers can reduce stress and procrastination during this phase, enhancing motivation and confidence to complete the thesis (Sayekti, 2018).
3. **Quantitative Measurement of Contribution.** The research quantifies the extent to which self-regulated learning and peer support explain variance in procrastination behaviour. While peer support alone accounts for a smaller percentage (around 4.9% to 10%) of the variance in procrastination, combining it with self-regulated learning significantly increases explanatory power, suggesting that interventions should address both cognitive-behavioural strategies and social factors (Pradinata, 2016).
4. **Focus on Social Support as a Motivational and Emotional Resource.** The novelty also includes exploring how peer social support functions not only as a motivational factor but also as an emotional and practical resource that helps students manage procrastination, such as sharing study strategies and reducing feelings of isolation during thesis work (Widyani & Indriani, 2024)

In summary, the novelty of this research is its integrated examination of self-regulated learning and peer social support specifically in the context of thesis completion among university students, providing a more comprehensive understanding of factors that reduce academic procrastination and offering practical implications for academic support programs. This approach extends beyond prior studies that often treat these variables separately or focus on general academic tasks

Implications and Contributions

This research contributes to the understanding of academic procrastination by highlighting a potentially paradoxical relationship between self-regulated learning, peer social support, and procrastination, particularly in the context of thesis completion among Indonesian university students

Implications and Contributions on the Contribution of Self-Regulated Learning and Peer Social Support to Students' Academic Procrastination in Completing Thesis

Research Implications

1. **Development of Independent Learning Strategies**

The results of this study confirm the importance of self-regulated learning (SRL) skills in reducing academic procrastination behaviour. Therefore, educational institutions can develop training programs or workshops that focus on developing SRL skills, such as time management, goal setting, and self-control, which greatly help students in completing their thesis on time.

2. Increasing the Role of Peer Social Support

The finding that social support from peers contributes to reducing procrastination emphasizes the need to create a supportive and collaborative learning environment. Campuses can facilitate study groups, peer mentoring, or academic communities that can provide emotional and motivational support during the thesis preparation process.

3. Integrated Interventions to Address Procrastination

Since both variables (SRL and peer social support) are complementary in reducing procrastination, interventions that combine the development of self-study skills and the enhancement of social support are more effective than single approaches. This can be applied in academic guidance or thesis mentoring programs.

4. Reduced Stress and Improved Student Wellbeing

With reduced levels of procrastination, students are likely to experience lower academic stress and better psychological wellbeing. This can have a positive impact on students' quality of life and overall academic success.

Research Limitations

The limitations of this study are:

1. Expanding Understanding of Causal Factors of Academic Procrastination

This study provides an empirical contribution by simultaneously examining the influence of self-regulated learning and peer social support on academic procrastination, especially in the context of thesis completion, which is a critical stage in higher education.

2. Being the Basis for the Development of Academic and Counseling Programs

Research findings can be the basis for supervisors, academic counselors, and education managers in designing programs that support students cognitively and socially to overcome procrastination barriers.

3. Providing Evidence for More Holistic Educational Policies

By showing the importance of social aspects and self-regulation, this study encourages educational policies that not only focus on formal academic aspects, but also pay attention to the development of soft skills and the social environment of students.

4. Contribution to Academic Literature

This research adds to the repertoire of knowledge in the field of educational psychology and learning management, especially related to self-control mechanisms and social roles in overcoming procrastination behaviour. Thus, this study not only provides theoretical insights but also practical recommendations that can help students and educational institutions in improving the effectiveness of the learning process and thesis completion.

Conclusion

Based on the review and results of related research, it can be concluded that:

1. Self-Regulated Learning (SRL) Plays a Significant Role in Reducing Academic Procrastination

Students' ability to regulate themselves, including time management, goal setting, motivation, and self-control, significantly helps reduce procrastination behaviour in the thesis completion process. Students who have good SRL skills tend to be more disciplined and organized so that they are able to complete academic tasks on time.

2. Peer Social Support Makes a Positive Contribution

Social support from peers, both in the form of emotional support, motivation, and practical assistance, also plays a role in reducing the level of procrastination. Positive social interactions help students feel more motivated and not feel alone in facing the challenges of preparing a thesis.

3. The Combination of SRL and Peer Social Support Increases the Effectiveness of Procrastination Reduction

These two factors complement each other and together make a greater contribution in overcoming procrastination than if only one is considered. Therefore, an approach that integrates the development of independent learning skills and the strengthening of peer social networks will be more effective in helping students complete their thesis.

4. Practical Implications for Higher Education

Educational institutions need to pay attention to the development of self-regulated learning skills and create a supportive social environment so that students can overcome procrastination and increase their academic productivity.

Thus, strengthening self-regulated learning and peer social support are important keys in reducing students' academic procrastination, especially in completing final assignments such as thesis.

Author Contributions

R conceived the research and designed the methodology. MS and SH collected and analysed the data. N and AA drafted the manuscript and conducted the literature review. All authors and approved the final version of the manuscript.

Declaration of Conflicting Interests

The authors declare no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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