

Research Article

Hope of Success and Fear of Failure Predicting Academic Procrastination Students Who Working on a Thesis

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Abstract: Students, who are working on the thesis, have some difficulties caused by internal and external factors. Those problems can disrupt the completion of their thesis, such as the tendency to do academic procrastination. Increasing achievement motivation can reduce academic procrastination. This study aims to look at the role of achievement motivation (hope of success and fear of failure) in predicting academic procrastination. The study used a quantitative approach by distributing academic procrastination and achievement motivation questionnaires. The study involved 182 students who were working on a thesis as samples, which were obtained by using accidental sampling technique. Data were analyzed using multiple regressions. It showed that the hope of success and fear of failure have a significant role in predicting academic procrastination ($R^2 = 13.8\%$, $F = 14,356$, $p < 0.05$). The hope of success can decrease academic procrastination, while fear of failure can improve it. Thus, interventions to reduce academic procrastination can be delivered by increasing students hope of success.

Keywords: hope of success; fear of failure; academic procrastination

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INTRODUCTION

Students are required to complete the thesis as a prerequisite to graduate and get a degree. Various problems encountered in the process of the thesis has its challenges for students. The problem can be sourced from within the student's own (internal) or due to factors beyond his (external). Problems in the self can be a lack of interest in the theme of the thesis, lack of motivation and fighting spirit in completing the thesis. Meanwhile, the external problems could come from the difficulty in finding reference materials, a shortage of funds to carry out research, and their fear when they want to meet with the supervisor (Fitri, 2012). These challenges can impede the process of students in completing their thesis.

In general, students are given time to complete the thesis for a semester or approximately six months (Hendrianur, 2015). However, not all students can complete the process in the time provided. This is supported by data obtained from the Faculty of Psychology, University X, from 2011 to 2015, every year there are more than 50% of students of every generation do not graduate on time. Most of those who do not graduate on time, it also takes longer to complete the thesis. One of the reasons that caused the student can not graduate on time is their tendency to delay quality thesis. The tendency to postpone the completion of the academic, in this case, is the thesis, can be categorized as academic procrastination. Academic procrastination, according to McCloskey (2011) is the tendency to procrastinate activities associated with learning in a university environment. Handaru has conducted research, et al. (2014) showed that 60% of the 50 students did procrastination in the academic field. The thesis is one of the tasks of likely delayed the process by students, as is done individually and there is no time limit or tight workmanship schedule.

Procrastination in the preparation of the thesis may have an impact on students, such as time wasted, the results are not optimal, the lack of performance in completing the thesis, to the tendency to not complete the thesis (Yesil, 2012 in Fitriany, 2016). Lack of timely graduation can be detrimental to the students themselves, especially from financial reasons, availability of time and effort to work on the

thesis. Besides, on-time graduation is not also a problem for faculty because it will affect the assessment of faculty accreditation. Students are aware of the negative impact of academic procrastination, but they still do it (Steel, 2007) because such behavior has become a habit since attending school.

Academic procrastination can be done by all students, both of which have the potential ability of the right and the potential capabilities that are under the average. Someone who has a good knowledge sometimes tends to be more likely to procrastination because they feel very confident in the skills. Academic procrastination can be formed because of their belief in their abilities, the presence of confounding factors (distractor), the influence of the social environment (such as friends), lack of ability to manage time, lack of initiative in starting the work and laziness (McCloskey, 2011). Students who are working on the thesis, procrastination tendencies can be seen from the procrastination in starting and completing the thesis, are not prepared to work on the thesis,

There are several factors that can cause them to do academic procrastination. Sokolowska (2009) classifies these factors into personality-based reason, task related reason, and perception abilities. Personality-based reason refers to the uniqueness factor and an individual's characteristics, such as fear of failure, pleasure seeking sensation, perfectionist. The task-related reason is contextual and is associated with the concept or task at hand, such as the unpleasant task, anxiety in completing tasks, assessment of the degree of interest of tasks, their deadlines are still long and the lack of time management. Meanwhile, the ability perception refers to the perception reason someone against him, such as self-esteem, academic self-concept, and self-efficacy. Many factors can lead to the emergence of academic procrastination, cause procrastination into things that are not easy to intervene.

Some research indicates that academic procrastination is negatively correlated with achievement motivation. The better a person's achievement motivation, the less likely he will do procrastination (Hannah, 2013; Siregar, 2015; Ebadi & Shakoorzadeh, 2015). Achievement motivation can also predict the likelihood of academic procrastination (Ebadi

and Shakoorzadeh, 2015). Procrastination in completing their thesis may also be an indicator of a lack of motivation on student achievement thesis (Solihat, 2010). Meanwhile, the results of research conducted Sirin (2011) show different results, namely achievement motivation can not predict the behavior of student academic procrastination. Their research results have been inconsistent, was an opportunity to do research back on a different sample.

Achievement motivation is a construct that has long studied in the field of education. The construct of achievement motivation was used in the study, generally refers to McClelland, who define achievement motivation as a driving force someone to do something that comes from intrinsic or extrinsic, McClelland outlook is being developed by other figures. Atkinson and Feather (1966 in Fatima, 2015) says that the motivation of achievement as the disposition of businesses to succeed and take it as a boost to the tendency of approaching a success or something related to achievement and tendency to avoid failure as a boost to avoid failure. Lang and Fries (2006) adds that achievement motivation can be seen as a form of comprehensive evaluation and behavioral tendencies displayed individual based on standards that have been set. Steinmayr and Spinath (2009) also says that the motivation of achievement is the result of emotional conflict between the expectations for success and the desire to avoid failure.

Based on the above, it can be concluded that achievement motivation is determined from the two tendencies in a person, namely the tendency to approach the success (hope of success) and a tendency to avoid failure (fear of failure) (Singh, 2011). The hope of success can be interpreted as positive emotions and confidence of individuals to achieve success before success is achieved (Steinmayr and Spinath, 2009; Smith, 2015). While the fear of failure is closely related to negative emotions and fear against targets outside of abilities even if such failure has not happened (Steinmayr and Spinath, 2009; Smith, 2015). The existence of these two trends lead to the achievement motivation can not be seen only by a one-dimensional (unidimensional),

The hope of success and fear of failure determines how someone was completing the

task it faces, whether to fight to achieve success or trying to anticipate a failure that has not happened (Sopah, 2000). Individuals who have a hope of success is more dominant, will be identical to the criteria for people who have high achievement motivation (Kumar and Stoodly in Olanrewaju, 2010). They tend to be dominated by positive emotions and get pleasure from what they are doing because they feel challenged to evaluate its ability to more earnest in their work. In the context of this study, the greater hope of success someone then he will get excited about working thesis thereby decreasing the tendency for academic procrastination when working on the thesis.

Meanwhile, individuals with a high fear of failure tend to indicate low achievement motivation (Sopah, 2000). They tend to be confident in his ability to complete the task of giving rise to negative emotions over the face of the task. Fear of failure that makes individuals more dominant chose to reduce anxiety rather than eliminate the cause of the anxiety. Not infrequently excessive negative emotions cause them to do strategy ineffective in completing its tasks (De Castella, Byrne, and Covington, 2013 in Fatima, 2015), one of them with neglect of duty or undertake academic procrastination.

Based on the above, do not pass on time is one of the problems faced by students that can be detrimental to students themselves as well as educational institutions. One cause of delay in the completion of these studies is the tendency of doing academic procrastination in completing the thesis. Estimated academic procrastination can be predicted by achievement motivation factor, even though the results still showed a less consistent. Research on the basic theory of achievement motivation using McClelland, who looked achievement motivation as a unidimensional construct. Researchers still have not found research that links between achievement motivation consisting of dimensions hope of success and fear of failure with academic procrastination behavior.

METHOD

This study used a quantitative research approach and included in the study associative because they want to see the connection

between achievement motivation consisting of dimensi-hope of success and fear of failure with academic procrastination behavior. The study involved 182 students who are doing a thesis on research samples. Samples were obtained using incidental sampling method, the researchers only involves a sample that met the study criteria and by chance met with investigators. Characteristics of the study sample are students who are working and studying in Jakarta thesis.

Data were obtained by using a measuring instrument academic procrastination and achievement motivation. Academic procrastination measuring instrument used is an adaptation of the scale of Academic Procrastination Scale (APS) developed by McCloskey (2011). Researchers adapted this measure in the context of the completion of the thesis. After testing, it is known that the measuring instrument used academic procrastination consists of 24 items that are valid (1 items fall) with a coefficient of reliability 0.909. Meanwhile, achievement motivation was measured by using a measuring instrument achievement motivation that has been developed by Lang & Fries (2006). The measuring instrument consists of 10 items that represent the dimensions of hope of success (5 items) and fear of failure (5 items). The coefficient of reliability of the dimensions of hope of success is 0.847 while the coefficient of dimensional reliability fear of failure is 0.745. Thus, it can be concluded that both the measuring instrument used is a measuring instrument valid and reliable.

This study uses multiple regression analysis (multiple regression) to prove the hypothesis of the study, which is looking at the role of each dimension of achievement motivation on academic procrastination in students who are working on the thesis. Besides, this study also used descriptive statistics to get an overview of demographic data on the study sample involved.

RESULT AND DISCUSSION

Data descriptive study participants

Here's a table general description of the study sample is based on demographic data:

Table 1. Sample

Demographic data	Frequency	Percentage
Sex		
Man	82	45.1%
Woman	100	54.9%
Age		
20	15	8.2%
21	51	28%
22	72	39.6%
23	26	14.3%
24	10	5.5%
25	4	2.2%
26	4	2.2%
Originally College		
PTN	82	45.1%
PTS	100	54.9%
Residence		
Hostel	7	3.8%
Kost	45	24.7%
Live with Parents	130	71.4%

The majority of this sample were female (54.9%) with an age range between 20 to 26 years, and most are aged 22 and 21 years. The study included 54.9% of samples originating from private colleges and 45.1% of samples from public universities. Most of the sample lived with her parents when she was taking courses in the thesis (71.4%).

In addition to demographic data, researchers also ask a few questions related to the process of thesis and obtained the following data Table 2. Based on the above table it can be seen that most of the sample (50%) have been working on the thesis for 4-6 months. The majority of the sample (34.6%) do not engage in other activities while working on the thesis. 41.8% of the sample reported that the biggest barriers they experienced while working on the thesis is the difficulty in finding literature.

Hypothesis test results

Before performing regression analysis, the researchers first to test the assumption of normality, the value of the Kolmogorov-Smirnov ($KZ = 0.388$, $p = 1.00 > 0.05$). Thus, it can be concluded that the data are normally distributed so fulfilling to be analyzed using parametric statistical methods. Results of regression test show the results shown in the following table 3.

Table 2. Thesis Research Working Process

Variables	Amount	(%)
Long working on thesis		
13 months	66	36.3
4-6 months	91	50
7-12 months	23	12.6
> 12 month	2	1.1
Other Subjects		
There is	89	48.9
There is no	83	51.1
Other activities		
Sell / Doing Business	24	13.2
married	7	3.8
be organized	30	16.5
Internship / Work	53	29.1
Other (Doing hobby)	5	2.7
There is no	63	34.6
BARRIERS		
literature Thesis	76	41.8
Supervisor	58	31.9
Physical condition	21	11.5
Others (Related to the subject, feeling lazy, difficult to divide time)	18	9.9
There is no	9	9.9

Based on the ANOVA table above, we can see significant value of 0.00 ($P < 0.05$) with a value of $F = 14.356$ which indicates that the hypothesis of this study proved (H_0 is rejected, H_a accepted). Thus, we can conclude that the achievement motivation (dimensions hope of success and fear of failure) contributes to academic procrastination in students who are preparing a thesis.

The table 4 shows that both dimensions, namely achievement motivation hope of success and fear of failure play of 13.8% in predicting the emergence of academic procrastination behavior in students who are working on the thesis. Meanwhile, 86.2% of academic procrastination behavior can be predicted by other factors that are not measured in this study, such as the perception of self, perception of the assignment, or other personality factors. To determine the role of each of the dimensions of achievement motivation on student academic procrastination thesis can be seen in the following table 5.

Based on regression test in the table above, obtained a constant value (a) is 51.920 which suggests that if there is no achievement

motivation (hope of success and fear of failure), then the academic procrastination will reach 51.920. -0186 and 0322 while the value of the regression coefficient which shows every additional 1 point for the hope of success would lower academic procrastination by 0186 and every additional 1 point for fear of failure will increase academic procrastination by 0322. That is, the hope of success had a negative effect on academic procrastination (decrease) while the fear of failure has a positive influence on academic procrastination (increase).

Results of different test procrastination based on demographic data and the process of the thesis. In this study was also carried out different tests students' academic procrastination thesis based on the data in question-related to the process of a thesis. The result can be seen in the following table 6.

The table shows that there are differences in academic procrastination tendencies in the working paper, between male students and female. Students have a tendency to procrastination higher (mean = 56.39) than female students (mean = 53.52). Meanwhile, other matters related to the process of thesis such as long working thesis, involvement in the certain study program, involvement in other activities in addition to the thesis and obstacles in doing thesis does not cause a significant difference to academic procrastination.

The results of this study indicate that achievement motivation instrumental in eliciting behavior on student academic procrastination thesis. The results are consistent with research that has been done by Hannah (2013), Siregar (2015) and Ebadi & Shakoorzadeh (2015) which shows that there is a relationship between achievement motivation and academic procrastination in students. The higher the achievement motivation a person, the lower the propensity to commit academic procrastination (Hannah, 2013, and Siregar, 2015). Achievement motivation can also predict the likelihood of academic procrastination (Ebadi and Shakoorzadeh, 2015). In this study, the theory of achievement motivation used involves two dimensions have relationships that are inconsistent (multidimensional).

Table 3. Results of ANOVA

	Model	Sum of Squares	df	mean Square	F	Sig.
1	Regression	1944.604	2	972.302	14.356	,000b
	residual	12123.044	179	67.727		
	Total	14067.648	181			

a. Dependent Variable: Academic Procrastination

b. Predictors: (Constant), Fear of Failure, Hope of Success

Table 4. Summary of Test Results Regression Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,372a	,138	,129	8.230

a. Predictors: (Constant), Fear of Failure, Hope of Success

b. Dependent Variable: Academic Procrastination

Table 5. Coefficients Regression Equations

Model	Coefficients unstandardized		standardized Coefficients	t	Sig.	The regression equation
	B	Std. Error	beta			
(Constant)	51.920	5.618		9.242	,000	Y = 51920-0186 Hope
Hope of Success	-,756	,283	-,186	-2.674	,008	of success + 0322 Fear
Fear of Failure	1,097	,236	,322	4.645	,000	of failure

Based on the value of the coefficient is known that the dimensions fear of failure (0322) has a correlation value is greater than the dimension of hope of success (-0186). This indicates that the fear of failure has an increased role in eliciting behavior on student academic procrastination thesis. The results are consistent with the theory put forward by Sokolowska (2009), which is the fear of failure is one of the factors that can increase a person's personality propensity to commit academic procrastination. Individuals who fear failure tend to feel anxious in the face of a situation that feels stressful because the person is aware that failure will happen will be followed by unpleasant consequences (Sokolowska, 2009).

Students are working on theses and more dominated by the fear of failure is large enough, will tend to apply problem-solving that are less efficient (De Castella, Byrne, and Covington, 2013 in Fatima, 2015), for example, prefer to avoid tasks rather than convince themselves to be able to complete the task at hand. At the time of working on the thesis, the student with the fear of failure dominant would probably

prefer not to meet with the supervisor for fear it would be getting feedback that is not fun, nor does it seek to find the source of reference more for fear it would be difficult to find such references before trying to look it up.

Table 6. Different test Procrastination Based on Demographic Data and Process Working Thesis

Data	Bede Test Values	Significance
Gender	2,209	0028 *
Long working thesis	2306	0078
Other subjects	0.363	0717
Involvement in other activities in addition to the thesis	1,173	0324
Obstacles in workmanship thesis	1,166	0327

The emergence of fear of failure in the individual can be affected by several factors, such as the atmosphere in the classroom, the family atmosphere and the individual's mind (Winkel in Sah, 2014). In the context of the thesis quality, the environment in the

classroom can be assumed to be equal to the atmosphere or the interaction between lecturers and students and the surrounding neighborhood. Based on the detailed tables related to the process of thesis, it is known that 41.8% of the sample assess obstacles in completing the thesis is the difficulty in finding literature and 31.9% of the sample rate the lecturers become an obstacle to the completion of the thesis process. From the data, it can be concluded that students who are doing thesis assume the factors that hinder the process of thesis come from outside (external factors).

In addition to the fear of failure dimension, the dimension of hope of success also shows a significant role towards the establishment of academic procrastination behavior on student thesis. The linkage between the dimension of hope of success with student academic procrastination thesis shows negative direction. That is the higher a person's hope of success the lower the tendency to do academically. Procrastination is in line with the opinions expressed Kumar and Stoody (in Olanrewaju, 2010) which states that individuals who are dominated by the hope of success are synonymous with personal characteristics high achievement motivation. They've set a standard or a personal goal that can spur them to accomplish the task at hand. The difficulties encountered are not considered as a threat that can increase anxiety, but the problem is assessed as challenges that need to be resolved so that it can evaluate the ability of self. Thus, the thesis students who have more hope of success would likely avoid dominant of academic procrastination.

This study also tries to see the difference in student academic procrastination thesis based on sex, long working thesis, involvement in other activities and the types of obstacles encountered during the process of a thesis. The results of this study indicate that among these factors, only sex show significant differences in academic procrastination. Male students working on theses tend to be more prokrast compared with women students. The results of this study contrast to some previous studies, such as research conducted by Sirin (2011), Azar (2013), and Ebadi & Shakoorzadeh (2015). The results showed that all three of these studies there were no differences between student academic procrastination men and

women. These studies carried out in the context of student academic work in general, not unique to the quality thesis. Meanwhile, few studies were conducted by Huda (2012), and Fitriany (2016) showed results consistent with this research, that students tend to be more procrastination than sophomores. Differences procrastination tendencies are expected to be affected by characteristics of the men who tend to be more capable accept the risk that was happening and be able to bear all the consequences that occur (Sokolowska, 2009).

CONCLUSION

The results of this study showed that achievement motivation plays a role in predicting academic procrastination on student thesis. The higher the fear of failure, the student paper, the greater the tendency to show academic procrastination behavior. Meanwhile, the higher the student thesis hope of success it will be less likely to display behaviors academic procrastination.

This study has several limitations that could affect the study results and can be used as a reference for the development of the next study. The study included 182 samples are expected not to represent the population of thesis students in Jakarta. Thus, these results can not necessarily describe the population profile thesis students who are working in Jakarta. Besides, this study wanted to see the role of achievement motivation (hope of success and fear of failure) in predicting the behavior of procrastination. However, the characteristics of the sample used are still common that students who are working on the thesis. In this case, the researchers did not take into consideration the length of the process in determining the sample essay (thesis is the processing time in 1-12 months).

Some suggestions for research that can be given to the development of subsequent research is increasing the number of samples with appropriate proportions to gain insight about the students in Indonesia in general better. The next research who want to see the behavior of procrastination, it can be done in those who did report having been doing academic procrastination. Researchers also need to dig for more information about a

person's tendency to procrastination, such as perform frequency of procrastination, how long to postpone the work, and the reason for delaying a given task.

Practical advice that can be given based on the results of this study is: (1) For students who are working on the thesis and tend procrastination need to reduce the fear of failure and to increase hope of success. Students should seek to find the source of the anxiety and fear associated with the quality thesis. Students need to convince ourselves when facing the source of stress, to show a more optimal result. (2) For the thesis supervisor, can help students who tend towards procrastination, for example by providing guidance/directives are clear, providing a realistic demand with the ability of students. Thus, the lecturers will no longer be a source of anxiety/fear of students to minimize the desire to do procrastination. (3) For faculty/university may form a supporting group for students who are working on the thesis, for example by creating research groups (umbrella research). The support of other students who are also currently working on the thesis, can reduce anxiety and help to remind each other in completing the thesis.

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