

RESEARCH ARTICLE

**THE INFLUENCE OF SELF-EFFICACY AND PEER CONFORMITY ON
ACADEMIC PROCRASTINATION AMONG STUDENTS AT PRIVATE
VOCATIONAL HIGH SCHOOL IN NGANJUK**

Eko Hardi Ansyah¹, Ananda Indria Yulianti¹
ekohardiansyah@umsida.ac.id

^[1] Universitas Muhammadiyah Sidoarjo, Sidoarjo, Indonesia

ABSTRACT

This study investigates the impact of self-efficacy and peer conformity on academic procrastination among students at private Vocational High School (SMK) in Nganjuk using an inferential quantitative approach with multiple regression analysis. From a total of 857 students, a sample of 247 was selected through random sampling. The instruments used were a self-efficacy scale ($\alpha = 0.830$), a peer conformity scale ($\alpha = 0.825$), and an academic procrastination scale ($\alpha = 0.826$). Data analysis was conducted using IBM SPSS 22 For Windows. The results indicate that self-efficacy has a significant positive effect on procrastination, while peer conformity has a significant negative effect. Together, these variables account for 27.1% of the variance in academic procrastination, with the remaining 72.9% influenced by other factors. The hypothesis is accepted, confirming the influence of self-efficacy and peer conformity on academic procrastination among students at private Vocational High School (SMK) in Nganjuk.

Keywords: *Self-efficacy, Peer Conformity, Academic Procrastination*

ABSTRAK

Penelitian ini menguji pengaruh self-efficacy dan konformitas teman sebaya terhadap prokrastinasi akademik pada siswa SMK Swasta di Nganjuk dengan pendekatan kuantitatif inferensial melalui studi regresi berganda. Dari populasi sebanyak 857 siswa, diambil sampel 247 siswa menggunakan teknik random sampling. Instrumen penelitian meliputi skala self-efficacy ($\alpha = 0,830$), skala konformitas teman sebaya ($\alpha = 0,825$), dan skala prokrastinasi akademik ($\alpha = 0,826$). Analisis data dilakukan menggunakan regresi berganda dengan software IBM SPSS 22 For Windows. Hasil penelitian menunjukkan self-efficacy berpengaruh positif signifikan terhadap prokrastinasi, sementara konformitas teman sebaya berpengaruh negatif signifikan. Kedua variabel independen ini memberikan sumbangan efektif sebesar 27,1% terhadap prokrastinasi akademik, sedangkan 72,9% dipengaruhi faktor lain. Hipotesis penelitian dapat diterima, dengan menunjukkan adanya pengaruh antara self-efficacy dan konformitas teman sebaya terhadap prokrastinasi akademik siswa di SMK Swasta di Nganjuk.

Kata kunci : *Self-efficacy, Konformitas Teman Sebaya, Prokrastinasi Akademik*

INTRODUCTION

Education is a fundamental element in human life that is useful for developing one's potential. One of the levels of education that a student can pursue

is Vocational High School. (SMK). Vocational High School students generally range in age from 15 to 18 years, which falls into the category of middle adolescents (Sarwono, 2000). Vocational High School (SMK) is an educational level that

prepares students to enter the workforce with specialized skills relevant to their field. It is the students' responsibility to complete their tasks, both academic and non-academic. Managing time effectively and not procrastinating in completing tasks are attitudes that are expected to be possessed by every student. The phenomenon that often occurs nowadays is the inability of many students to manage their own lifestyles, which leads them to prefer engaging in activities that they find enjoyable rather than studying. Some students enjoy procrastinating on their school assignments and do not feel that this behavior will cause any problems. Delaying in completing tasks is commonly referred to as procrastination. The term procrastination is used to describe a person's tendency to delay tasks or their inability to complete tasks on time (De Paola & Scoppa, 2015).

The urgency of this research is based on a survey conducted by the researchers during psychoeducational activities with the team of lecturers from the Psychology Study Program at Umsida in a private vocational school in Nganjuk for the "Favorite Class", which consists of students with various issues such as frequent absenteeism, rarely completing assignments, often being late in submitting tasks, and so on. Additionally, the "Field Trip" activities organized by the Psychology Study Program at Umsida included counseling sessions and projection tests for each student in the "Favorite Class". This research is important to understand the effectiveness of psychoeducation in addressing such negative behaviors and improving students' learning motivation. This is supported by the results of an interview with the Deputy Head of Curriculum at a Private Vocational School in Nganjuk (July 8, 2023), which stated that most students procrastinate in completing assignments because they follow their classmates who invite them to skip classes together. If the student does not comply with their friend's request, they will be ignored by their peers, leading them to prefer following what their friends do, resulting in procrastination in completing their assignments. The student is willing to do the assignment if their friends are also willing to do it. However, if their

friends are reluctant to do it, the student will also follow their friends' lead.

In this study, the researchers aim to bridge the gap in academic understanding of the factors influencing academic procrastination among Vocational High School students. One of the significant contributions of this research is the combination of the influence of self-efficacy and peer conformity, which have previously been studied separately in relation to academic procrastination. This effort contributes to scientific advancement in several ways. First, this research provides new empirical data that reinforces previous findings on the role of self-efficacy in reducing procrastination tendencies, adding evidence for the importance of interventions that enhance academic self-confidence. Second, this research highlights the significant impact of peer conformity on academic behavior, demonstrating the importance of the social environment in addressing negative habits in school. Third, by identifying and quantitatively measuring the magnitude of the influence of these two variables, the researchers provide a strong foundation for better educational interventions aimed at enhancing students' self-efficacy and reducing the negative impact of conformity.

Procrastination comes from the Latin word "pro," which means to push forward or move ahead, and "crastinus," which means decision of tomorrow, which as a whole means to delay a task (Knaus, 2010). Procrastination is the behavior of delaying an activity/job until some time in the future, and replacing it with another activity that is more enjoyable even though its level of importance is lower (Wicaksono, 2017). Schraw et al. (2007) define academic procrastination as the tendency to delay the completion and submission of tasks that should be done. Steel (2007) stated that procrastination is one of the everyday problems in the field of education and is viewed as a behavior that disrupts performance. According to Tuckman (2020), procrastination is the tendency to delay or even avoid tasks and activities that need to be completed. Gufron (2011) also states that academic procrastination is a type of delay that occurs in formal tasks related to academic

assignments. Characteristics of individuals who procrastinate include a tendency to spend time aimlessly, feeling that the tasks they have are difficult and thus tend to avoid them, and often blaming others for their delays. (Sutriyono, Riyani, & Prasetya, 2012).

Academic procrastination, if continuously practiced by students, can result in negative impacts. Triyono & Khairi (2018) revealed that in academic procrastination, there are several psychological impacts on students in the form of negative emotional disturbances, such as anxiety and stress. If left unchecked, negative emotions will become dangerous, disruptive, and can hinder students' academic tasks at school. According to Schouwenburg (2017), academic procrastination consists of four components, namely (1) delaying the start of completing tasks, (2) being late in completing tasks, (3) choosing to engage in more enjoyable activities, and (4) the time gap between planning and task execution. Procrastination has several external factors, including: family factors, peer group influence, and societal environmental factors (Candra & dkk, 2014). Academic procrastination is an important variable for students due to its positive influence on several variables, such as (1) students' academic performance, which will experience a decline in grades and delays in submitting assignments, (2) deteriorating mental health due to stress and anxiety, decreased self-motivation, (3) low self-satisfaction, poor social relationships, (4) poor time management, (5) and decreased productivity. (Steel, 2007). According to Ferrari et al. (2023), academic procrastination is often influenced by low internal factors of the individual, such as laziness, lack of self-confidence, poor time management, self-esteem, self-consciousness, social anxiety, and self-efficacy.

Based on the final results of the research by Setiawan & Faradina (Setiawan & Faradina, 2018) at Syiah Kuala University for the 2010-2012 cohort, it was found that there are students classified as having moderate procrastination levels at 57.36%, students classified as having low procrastination levels at 23.6%, and the remaining 19% of students classified as having high

procrastination levels. Another study conducted by Tohiro (2022) showed that the level of procrastination at the school level reached 69.72%, which falls into the moderate category, but there are still students with high levels of procrastination. Based on several studies mentioned above, it can be concluded that procrastination often occurs in the academic field, and this requires special attention to prevent any negative impact.

Steel states that self-efficacy plays a significant role in the emergence of procrastination (Yeli, 2021). When someone has high expectations for something, their desire will also be high, thus reducing their level of procrastination. Conversely, individuals with low self-efficacy tend to procrastinate more often. Bandura (1997) states that self-efficacy plays an important role in regulating a person's academic behavior and motivation, individuals with high self-efficacy tend to have greater motivation in overcoming obstacles, managing time effectively, and avoiding academic procrastination. Self-efficacy is a person's belief in their ability to complete academic tasks, based on self-awareness of the importance of education, as well as values and expectations regarding the outcomes to be achieved in the learning process. According to Schunk, self-efficacy is the belief of students in their ability to achieve academic goals at the desired level (Amalia & Nashori, 2021).

This is also supported by previous research which indicates that there is a significantly negative relationship between self-efficacy and academic procrastination among the 2016 cohort of students at Universitas Islam Sultan Agung Semarang (Larasati & Sugiasih, 2019). Yana Anggita (Venanda, 2022) in her research states that the low tendency of academic procrastination in thesis completion is due to the high level of self-efficacy among students, and vice versa. Another finding conducted on twelfth-grade students at SMK Nusa Persada indicates that there is a significant negative relationship between self-efficacy and academic procrastination.

Peer groups are a collection of individuals whose members share similar ages, habits, and interests.

This group usually forms accidentally and, due to its spontaneous nature, will not last long. Teenagers have a demand for conformity within a friendship environment. Baron & Byrne (2005) describe conformity as a type of social influence that can change a person's attitudes and behaviors to align with group standards. Allen (Allen, 1965) revealed that there are two types of conformity, namely private acceptance and public compliance, which are considered as driving factors for someone to conform.

One of the external factors that causes students to procrastinate on their school assignments is the influence of peers. In this case, students will gather with their peers and then form a group to engage in activities that are acceptable in their environment. Individuals will tend to be lazy in starting and completing their academic tasks if their groupmates are also lazy in doing so. Conformity like this will hinder students in completing their academic tasks (Rif'ah, 2020).

One of the reasons students procrastinate is due to the influence of their peers. They not only procrastinate and do not complete assignments for their own benefit, but also affect their peers in their group. Students who spend more time hanging out or playing games with their friends rather than studying together tend to become less productive. This habit makes their friendships closer and more cohesive, making them more likely to accept invitations to procrastinate. Individuals choose to change their behavior to conform to the rules so that they can be recognized by their group. Individuals will become lazy if their group is lazy in completing tasks, and vice versa (Ferrari, Johnson, & McCown, 2013). They feel compelled to accept their friends' invitations to maintain good relationships within the group and gain social acceptance, making it difficult for them to refuse their friends' invitations.

Peer conformity is a tendency for individuals to change their perceptions, opinions, and behaviors due to the presence of a group that arises from conflicting opinions, causing individuals to alter their attitudes and behaviors to align with the group's expectations (Winarsih & Saragih, 2016).

Individuals will experience pressure or demands to become part of their friendship group because they need to adjust or have similarities with that group (Harahap & Andromeda, 2016). This is supported by previous research at SMA Al Ulum Terpadu Medan, which explains the significant influence between peer conformity and academic procrastination, where the higher the peer conformity, the higher the academic procrastination, and vice versa (Putri, 2021).

In this study, the researcher uses the title "influence" because the researcher intends to measure the extent of the correlation between the two independent variables in influencing the dependent variable. Influence is a reaction that occurs based on a treatment due to the urge to change or shape a situation in a different direction (Badudu & Zein, 2001). This research was conducted to determine the influence of self-efficacy and peer conformity on academic procrastination among private vocational high school students in Nganjuk. The hypothesis proposed in this study is that there is an influence between self-efficacy and peer conformity on students' academic procrastination, there is a significant negative relationship between self-efficacy and students' academic procrastination, and a significant positive relationship between peer conformity and students' academic procrastination. With various reviews and the lack of research models that combine these three variables among vocational high school students, the researcher is interested in conducting a study titled "The Influence of Self-efficacy and Peer Conformity on Academic Procrastination among Private Vocational High School Students in Nganjuk."

METHOD

Research Design

This research uses an inferential quantitative approach, which is a form of research that analyzes the relationships between variables through hypothesis testing with the aim of examining whether there is an influence between constructs or not (Ghozali, 2011).

Participants

The population in this study consists of private vocational school students in Nganjuk in 2023, totaling 857 students. This study uses the simple random sampling technique, which involves randomly selecting sample members from the population without considering the strata within that population (Purnomo, 2024). Based on this sampling technique, the researcher used the Isaac and Michael table with a 5% margin of error, resulting in a total of 247 students being successfully collected for this study.

Measurement

This study uses a quantitative approach with multiple regression analysis methods. The design of this research aims to determine the influence of self-efficacy and peer conformity on academic procrastination among Muhammadiyah Vocational High School students in Nganjuk. Data will be collected through offline questionnaires distributed directly to private vocational school students in Nganjuk.

The instruments in this study use three variables, namely self-efficacy and peer conformity as independent variables, and academic procrastination as the dependent variable. The data collection method employs three psychological scales consisting of the self-efficacy scale, peer conformity scale, and academic procrastination scale. In the scale development, the researcher used a Likert scale. According to Hadi (2017), the Likert scale is designed to measure the opinions, perceptions, and attitudes of an individual or a group of people regarding social phenomena. With the Likert scale, the variable to be measured can be defined and described as a variable indicator. In scoring items on a scale with positive (favorable) statements or questions, it starts with 4 – 3 – 2 – 1, and for negative (unfavorable) statements, it starts with scores 1 – 2 – 3 – 4. This scale has 4 alternative responses, namely strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD) (Hadi, 1991).

This study uses a self-efficacy scale modified from Gunanjar's (Gunanjar, 2023) scale based on

Bandura's (1997) theory, which includes three aspects: magnitude, strength, and generality. The magnitude aspect assesses students' perceptions of task load, the strength aspect measures individuals' belief in their abilities, and the generality aspect evaluates a person's ability to complete various tasks. This scale consists of 14 favorable items and 6 unfavorable items, with item validity coefficients ranging from 0.281 to 0.639. After the validity and reliability tests, four items were declared invalid, leaving 14 items with a reliability of 0.830.

The peer conformity scale is based on the work of Nurani (2018) and consists of 22 items, which include 12 favorable items and 10 unfavorable items. Peer conformity is measured by the aspect of willingness, which is the tendency to follow the group's opinion, and the aspect of change, which is the adjustment of behavior to the group's agreement based on Wiggins' theory (Dian Mulyasri, 2010). The validity and reliability test indicated that five items were dropped, leaving 17 items with a reliability of 0.825.

The academic procrastination scale is measured using the academic procrastination scale proposed by Fauziah based on aspects of academic procrastination, which include delaying the start and completion of tasks, the time gap between plans and performance, and the tendency to engage in more enjoyable activities (Yesiana, 2020). This scale contains 14 favorable items and 6 unfavorable items, with validity coefficients ranging from -0.288 to 0.686. After the validity and reliability tests, four items were dropped, leaving 16 items with a reliability of 0.826.

Data Analysis

The collected data will be processed using normality assumption tests, linearity tests, multicollinearity tests, heteroscedasticity tests, and hypothesis tests, as well as through multiple linear regression analysis techniques on the three variables with the help of the Statistical Package for the Social Sciences (SPSS) version 22 to determine the effect between the independent variables, namely self-efficacy and peer conformity, on the dependent variable, namely

academic procrastination. Multiple linear regression is a linear regression model that involves more than one independent variable. (Purnomo, 2024).

RESULTS

The data obtained from this study were collected by distributing questionnaires to 247 students at a

private vocational school in Nganjuk, consisting of an 18-item self-efficacy scale, a 22-item peer conformity scale, and a 20-item academic procrastination scale on February 19, 2024. The following demographic data of the subjects are depicted in Table 1.

Table 1. Demographic Data of Participants

Participants	Amount	Percentage	\bar{x}		
			Self-efficacy	Peer Conformity	Academic Procrastination
Gender					
Man	234	94,74%	47,68	47,89	48,08
Woman	13	5,26%	47,01	47,15	47,67
\bar{x} total			47,68	45,7	48,08
Age					
15 years	12	4,86%	47,18	47,84	47,87
16 years	110	44,53%	47,61	47,82	47,85
17 years	125	50,60%	47,73	47,74	48,12
\bar{x} total			47,68	45,7	48,08

Before conducting multiple regression analysis, the data is first subjected to a classical assumption test. This is done so that the data is good, linear, unbiased, and estimable. Assumption tests are conducted to ensure that the data obtained in the research meets the required analysis standards or not. This testing includes normality tests, linearity tests, multicollinearity tests, and heteroscedasticity tests.

The normality test conducted in the research aims to examine whether the dependent variable and the independent variable are normally distributed or not (Ghozali, 2011). A regression model can be considered a good regression model if it has data that is normally distributed or approximately normal. The results of the normality test are presented in the following graph:

Table 2. Results of the Normality Test for Variables X1, X2, and Y

		Unstandardized Residual
N		247
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	5,23115169
Most Extreme Differences	Absolute	,036
	Positive	,022
	Negative	-,036
Test Statistic		,036
Asymp. Sig. (2-tailed)		,200 ^{c,d}

The application of the Kolmogorov Smirnov test is that if the Sig. (2-tailed) value > 0.05, the data

can be considered normal (Ghozali, 2011). Based on the normality test result table above, it is known that the data is normal because the Sig. (2-tailed) value = $0.200 > 0.05$.

According to Sugiyono and Susanto (2015), the linearity test is used to determine whether the related independent and dependent variables have a linear relationship or not. It can be seen in Table

3 that the significant values in the linearity test of the academic procrastination and self-efficacy variables have a Sig. Deviation From Linearity value of $0.272 > 0.05$ and a Sig. Linearity value of $0.000 < 0.05$, which means the linearity test has been met. Therefore, the academic procrastination variable (Y) has a linear relationship with the self-efficacy variable. (X1).

Table 3. Analysis of the Linearity Test between X1 and Y

			ANOVA Tabel				
			Sum of Squares	Df	Mean Square	F	Sig.
Academic Procrastination* Self-efficacy	Between Groups	(Combined)	2126,032	28	75,930	2,329	,000
		Linearity	1102,347	1	1102,347	33,813	,000
		Deviation from Linearity	1023,684	27	37,914	1,163	,272
Within Groups			7107,183	218	32,602		
Total			9233,215	246			

As shown in Table 4 below, it is known that the significant value in the linearity test of the academic procrastination variable and peer conformity has a Sig. Deviation From Linearity value of $0.344 > 0.05$ and a Sig. Linearity value of

$0.000 < 0.05$, which means the linearity test has been met. Therefore, the academic procrastination variable (Y) has a linear relationship with the peer conformity variable. (X2).

Table 4. Analysis of Linearity Test X2 with Y

			Sum of Squares	Df	Mean Square	F	Sig.
Academic Procrastination * Peer Conformity	Between Groups	(Combined)	2993,396	31	96,561	3,327	,000
		Linearity	2039,793	1	2039,793	70,283	,000
		Deviation from Linearity	953,603	30	31,787	1,095	,344
Within Groups			6239,819	215	29,022		
Total			9233,215	246			

The multicollinearity test aims to determine whether there is a functional similarity between the independent variable and other variables (Ghozali, 2016). The research model can be considered free from multicollinearity if it has a VIF (Variance Inflation Factor) value < 10.00 and

T (Tolerance) value > 0.10 (Ghozali, 2011). Based on the multicollinearity test results table below, a Tolerance value of $0.932 (>0.10)$ and a VIF value of $1.084 (<10.00)$ were obtained, thus it can be concluded that there is no multicollinearity

between the two independent variables in this study.

Table 5. Multicollinearity Test Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	43,747	4,242		10,313	,000		
	Self-efficacy	-,254	,062	-,233	-4,091	,000	,923	1,084
	Peer Conformity	,343	,048	,405	7,121	,000	,923	1,084

a. Dependent Variable: Prokrastinasi Akademik

According to Ghozali (2016), heteroscedasticity means that there are different variances of variables in the regression model. The heteroskedasticity test is conducted to determine whether there are deviations when performing a linear test, not forming a clear pattern (wavy, widening then narrowing) on the scatterplot, and whether the points are spread above and below the number 0 on the Y-axis (Ghozali, 2011). To detect the presence of heteroscedasticity issues, graphical analysis methods can be used as shown in the image below.

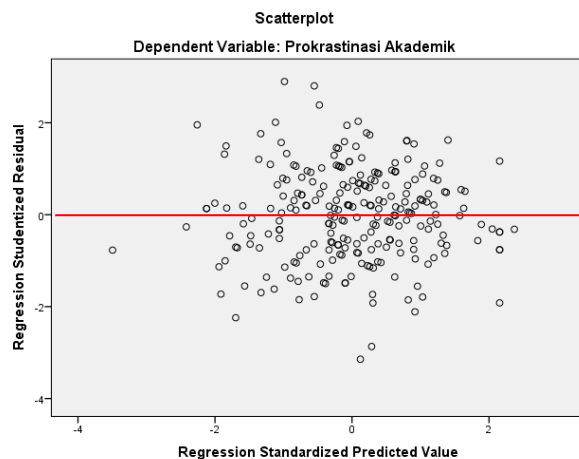


Figure 1. Results of the Heteroscedasticity Test

From the graph above, it can be seen that the points in the scatterplot are spread above and

below the 0 point, which means that the residuals in the study are not influenced by other variables.

The first hypothesis to be tested is "there is an influence between self-efficacy and peer conformity on academic procrastination among private vocational high school students in Nganjuk." If the significance value $F < 0.05$, then H_0 is rejected and H_1 is accepted (Ghozali, 2016). Based on the hypothesis test results in the table below, it can be seen that the R value is 0.520 and the F value is 45.334 with Sig. $0.000 < 0.05$, which means the first hypothesis can be accepted. Therefore, it can be concluded that there is a significant influence between self-efficacy and peer conformity on academic procrastination among private vocational school students in Nganjuk. Next, the magnitude of the influence of the independent variables can be seen in Table 6, where the R square value is 0.271 or 27.1%. Thus, it can be concluded that self-efficacy and peer conformity have an influence of 27.1% on academic procrastination, and 72.9% of the students are influenced by other variables.

Table 6. The R square result in the First Hypothesis Test

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,520 ^a	,271	,265	5,253	2,158

a. Predictors: (Constant), Peer Conformity, Self-efficacy

b. Dependent Variable: Academic Procrastination

Table 7. Results of the F-Test on the First Hypothesis

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2501,437	2	1250,719	45,334	,000 ^b
Residual	6731,777	244	27,589		
Total	9233,215	246			

a. Dependent Variable: Academic Procrastination

b. Predictors: (Constant), Peer Conformity, Self-efficacy

The second hypothesis test in this study is the existence of an influence between self-efficacy and academic procrastination among private vocational school students in Nganjuk. It can be seen in the table below that self-efficacy has an influence of 8.06% on academic procrastination.

The third hypothesis test in this study is that there is an influence between peer conformity and academic procrastination among private vocational high school students in Nganjuk. Based on Table 8, it is known that the variable of peer conformity has an influence of 19.04% on the variable of academic procrastination.

Table 8. Results of the second and third hypothesis tests and effective contribution

VARIABEL	KOEFISIEN REGRESI (BETA)	KOEFISIEN KORELASI (R _{xy})	R SQUARE	SUMBANGAN EFEKTIF
Self-efficacy	-0,233	-0,346	0,271	8,06%
Peer Conformity	0,405	0,470		19,04%

After conducting the research data calculations using SPSS 22 software, the following regression equation results with path analysis were obtained:

$$Y = a + b_1X_1 + b_2X_2 \quad Y = 43,747 - 0,254X_1 + 0,343X_2$$

43.747 is the constant value, meaning that if the variables of self-efficacy and academic procrastination are both 0, the initial value of academic procrastination is 43.747. -0.254 (X1) is the regression coefficient value of the self-efficacy

variable on academic procrastination, indicating that if the self-efficacy variable increases by one unit, the academic procrastination variable will decrease by -0.254 or -25.4%, meaning there is a significant negative influence between the two variables. 0.343 (X2) is the regression coefficient value of the peer conformity variable on academic procrastination, indicating that if the peer conformity variable increases by one unit, the academic procrastination variable will increase by 0.343 or 34.3%, meaning there is a significant positive influence between the two variables as shown in the table below.

Table 9. Regression Equation

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	43,747	4,242		10,313	,000
	Self-efficacy	-,254	,062	-,233	-4,091	,000
	Peer Conformity	,343	,048	,405	7,121	,000

The effective contribution of each independent variable to the dependent variable in this study can be seen in Table 7 above. The self-efficacy variable contributes effectively to the academic procrastination variable by 8.06%, and the peer conformity variable contributes effectively to the academic procrastination variable by 19.04%. Based on the results from the table, it can be concluded that in this study, peer conformity has the largest contribution to academic procrastination.

CONCLUSION

This study aims to determine the influence of self-efficacy and peer conformity on academic procrastination among private vocational high school students in Nganjuk. The analysis results show that the data are normally distributed and there is a linear relationship between the variables. No multicollinearity and heteroscedasticity were found in the data. The contribution of self-efficacy and peer conformity together to academic procrastination is 27.1%, with self-efficacy contributing 8.06% and peer conformity 19.04%, while the remainder is influenced by other variables. The hypothesis of this study is accepted, showing a significant influence of both independent variables on academic procrastination. Students with self-efficacy and peer conformity categories mostly fall within the moderate level, as does academic procrastination. The correlation coefficient shows that the higher the self-efficacy, the lower the academic procrastination, and the higher the peer conformity, the higher the academic procrastination.

The benefit of this research is to provide an understanding of the influence of self-efficacy and peer conformity on academic procrastination among students at private vocational schools in Nganjuk. With the knowledge of the factors influencing academic procrastination, the school is expected to design appropriate programs or interventions to enhance students' self-efficacy and reduce negative peer conformity among students. This can help in reducing the level of academic procrastination and improving students' self-efficacy, thereby enhancing their overall academic performance. This article also provides insights into the importance of self-efficacy and peer conformity in the educational context. It is hoped that readers can understand how these two factors interact and influence academic procrastination behavior in students. Furthermore, this study also updates previous understanding by showing a significant negative relationship between self-efficacy and academic procrastination, as well as a significant positive relationship between peer conformity and academic procrastination.

ACKNOWLEDGEMENT

The researcher expresses gratitude to the private vocational school in Nganjuk for allowing the researcher to conduct research within the school environment. Next, the researcher also expresses gratitude to the respondents who have been willing to participate in this study. The researcher would like to thank Riska, Mas Bulan, Mas Nibras, and friends from P3TU batch 3.0 who have always provided support and assistance throughout the research process. And special

thanks to both parents and beloved younger sibling as the support system at home.

DECLARATION OF POTENTIAL CONFLICT OF INTEREST

Ananda Indria Yulianti does not work for, consult, own shares in, or receive funding from any company or organization that would benefit from this manuscript, and has disclosed no affiliations other than those noted above.

REFERENCE

- Allen, V. L. (1965). Situational Factors In Conformity. *Advances In Experimental Social Psychology*, 2, 133–175.
- Amalia, V. R., & Nashori, F. (2021). Religiusitas Dan Efikasi Diri Dengan Stres Akademik Mahasiswa Farmasi. *Psychosophia: Journal of Psychology, Religion, and Humanity*, 3(1), 36–55. <https://doi.org/10.32923/psc.v3i1.1702>
- Badudu, J. S., & Zein. (2001). *Kamus Umum Bahasa Indonesia*. Jakarta: Pustaka Sinar Harapan.
- Bandura, Al. (1997). Self Efficacy The Exercise of Control.
- Baron, R. A., & Byrne, D. (2005). Psikologi Sosial : Jilid 2 (p. 299). Jakarta: Erlangga.
- Candra, U., & dkk. (2014). Faktor – Faktor Penyebab Prokrastinasi Akademik pada Siswa Kelas XI SMA Negeri Kabupaten Temanggung. *Indonesian Journal of Guidance and Counseling*, 3(3), 66–72.
- Clara, C., Dariyo, A., & Basaria, D. (2017). Peran Self-efficacy dan Self-Control terhadap Prokrastinasi Akademik pada Siswa SMA (Studi pada Siswa SMA X Tangerang). *Jurnal Muara Ilmu Sosial*, 1(2), 159–169.
- De Paola, M., & Scoppa, V. (2015). Procrastination, academic success and the effectiveness of a remedial program. *Journal of Economic Behavior and Organization*, 115(8021), 217–236. <https://doi.org/10.1016/j.jebo.2014.12.007>
- Dian Mulyasri. (2010). *Kenakalan Remaja ditinjau dari Persepsi Remaja terhadap Keharmonisan Keluarga dan Konformitas Teman Sebaya (Studi Korelasi pada Siswa SMA Utama 2 Bandar Lampung)*. Universitas Sebelas Maret Surakarta.
- Ferrari, J. R., Johnson, J. L., & McCown, W. G. (2013). *Procrastination and Task Avoidance: Theory, Research, and Treatment*. Germany: Spring US.
- Ghozali, I. (2011). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 19*. Semarang: Badan Penerbit Universitas Diponegoro.
- Ghozali, I. (2016). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 23*. Semarang: Badan Penerbit Universitas Diponegoro.
- Gufron, & Risnawita. (2011). *Teori-Teori Psikologi*. Yogyakarta: Ar-Ruzz Media.
- Gunanjar, N. A. (2023). *Hubungan Antara Self Regulated Learning, Efikasi Diri dan Dukungan Sosial dengan Prokrastinasi Akademik pada Mahasiswa Universitas Muhammadiyah Sidoarjo*. Universitas 17 Agustus 1945.
- Hadi, S. (1991). *Analisis Butir untuk Instrumen Angket, Tes, dan Skala Nilai*. Yogyakarta: FP UGM.
- Harahap, H. R., & Andromeda. (2016). Hubungan Antara Motif Afiliasi dengan Konformitas Teman Sebaya pada Remaja Pengguna Pesan Instan Blackberry Messenger (BBM). *Jurnal Psikohumanika*, VIII(2), 61–76. Retrieved from <http://m.koran-jakarta.com>
- Knaus, W. (2010). *End Procrastination Now!: Get It Done ith a Proven Psychological Approach*. Mc Graw Hill. The McGraw-Hill Companies.
- Larasati, A. R., & Sugiasih, I. (2019). Hubungan Antara Kesadaran Diri dan Efikasi Diri dengan Prokrastinasi Akademik pada Mahasiswa Angkatan 2016 Universitas Islam Sultan Agung

- Semarang. *Konferensi Ilmiah Mahasiswa UNISSULA (KIMU) 2*, 659–667.
- Martono, P. N., Minarni, M., & Zubair, A. G. H. (2023). Pengaruh Self Efficacy Terhadap Prokrastinasi Akademik pada Mahasiswa di Kota Makassar. *Jurnal Psikologi Karakter*, 3(2), 660–665. <https://doi.org/10.56326/jpk.v3i2.3504>
- Nurani, R. D. (2018). Hubungan Konformitas Teman Sebaya dan Kontrol Diri dengan Kepatuhan terhadap Peraturan Sekolah pada Siswa di SMK Negeri 6 Yogyakarta. *Jurnal Riset Mahasiswa Bimbingan Dan Konseling*, 4(3), 179–189.
- Purnomo, H. (2024). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. (B. Ismaya, A. Anggraini, M. Raditya, & Utamirohmahsari, Eds.). Karawang Barat: CV Saba Jaya Publisher.
- Putri, A. M. (2021). *Pengaruh Konformitas Teman Sebaya dengan Prokrastinasi Akademik pada Siswa di SMA Al-Ulum Terpadu Medan*. Universitas Medan Area.
- Raimon, D. A. D. (2020). *Hubungan Regulasi Diri dan Prokrastinasi Tugas Akhir pada Mahasiswa*. Universitas Muhammadiyah Malang.
- Rif'ah, S. N. S. (2020). *Hubungan Konformitas dengan Prokrastinasi Akademik Pada Mahasiswa Baru Universitas Islam Negeri Maulana Malik Ibrahim Malang*. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Sarwono, S. W. (2000). *Psikologi Remaja*. Jakarta: RajaGrafindo.
- Schraw, G., Watkins, T., & Olafson, L. (2007). Doing the Things We Do: A Grounded Theory of Academic Procrastination. *Journal of Educational Psychology*, 99(1), 12–25.
- Setiawan, H. P., & Faradina, S. (2018). Perfeksionisme dengan Prokrastinasi Akademik dalam Menyelesaikan Skripsi pada Mahasiswa Universitas Syiah Kuala. *Seurune, Jurnal Psikologi Unsyiah*, 1(2), 20–36.
- Steel, P. (2007). The Nature of Procrastination: A Meta-Analytic and Theoretical Review of Quintessential Self-Regulatory Failure. *Psychological Bulletin*, 133(1), 666–671. <https://doi.org/0033-2909.133.1.65>
- Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif dan R&D. ALFABETA.
- Sugiyono, & Agus Susanto. (2015). *Cara Mudah Belajar SPSS dan Lisrel: Teori dan Aplikasi untuk Analisis Data Penelitian* (1st ed.). Bandung: Bandung : Alfabeta.
- Sutriyono, Riyani, & Prasetya. (2012). Perbedaan Prokrastinasi Akademik dalam Menyelesaikan Skripsi pada Mahasiswa Fakultas Psikologi UKSW Berdasarkan Tipe Kepribadian A dan B, 28(02), 127–135.
- Tohiroh. (2022). *Efektivitas Teknik Self-Control dalam Mengurangi Perilaku Prokrastinasi Akademik melalui Layanan Kelompok pada Siswa SMPN 17 Kota Jambi*. Universitas Jambi.
- Triyono, & Khairi, A. M. (2018). Prokrastinasi akademik siswa SMA (Dampak psikologis dan solusi pemecahannya dalam perspektif psikologi pendidikan islam). *Jurnal Al Qalam*, 19(2), 58–74.
- Venanda, Y. A. (2022). Hubungan Efikasi Diri (self efficacy) dengan Prokrastinasi Akademik dalam Penyelesaian Skripsi pada Mahasiswa. *Jurnal Psikologi Tabularasa*, 17(1), 40–55. <https://doi.org/10.26905/jpt.v17i1.8090>
- Wicaksono, L. (2017). Prokrastinasi Akademik Mahasiswa. *Pembelajaran Prospektif*, 2, 67–73.
- Winarsih, & Saragih, S. (2016). Keharmonisan Keluarga, Konformitas Teman Sebaya dan Kenakalan Remaja. *Jurnal Psikologi Indonesia*, 5(01), 71–82.
- Yeli, R. (2021). *Hubungan Efikasi Diri dengan Prokrastinasi Akademik pada Mahasiswa Gayo Lues di Banda Aceh*.
- Yesiana, P. (2020). Hubungan Antara Regulasi Emosi Dengan Prokrastinasi Akademik Pada Mahasiswa. *Psikologi*.