

THE IMPACT OF SELF-EFFICACY, LEARNING MOTIVATION, AND PRO-CRASTINATION ON ACADEMIC ACHIEVEMENT OF STUDENTS FACULTY OF ECONOMICS, JAKARTA STATE UNIVERSITY

Tuty Sariwulan, Fera Pujiastuti
State University of Jakarta

Email:
tuty.wulan@yahoo.com
ferapujiastuti95@gmail.com

ABSTRACT

The purpose of this study was to determine the impact of self-efficacy, learning motivation, and procrastination on the academic achievements of the Faculty of Economics, Jakarta State University. This study uses the ex post facto method with a causal approach and analyzed by a path analysis model using 135 respondents. The results of this study indicate that there are positive effects of self-efficacy and learning motivation, and the negative impact of procrastination together has a significant impact on academic achievement.

Keywords:

Self Efficacy, Learning Motivation, Procrastination, Academic Achievement

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INTRODUCTION

This study refers to research conducted by Hilda Arifani (2015), concerning the relationship between self-efficacy, motivation, and academic procrastination with student mathematics learning achievement. The originality of the research lies in the analysis of data using multiple regression analysis, the results of the study indicate that there is simultaneously a positive relationship between self-efficacy and motivation as well as a negative relationship between academic procrastination and mathematics learning achievement.

This research is a different study from that conducted by Hilda Arifani (2015), because this research is about the effect of self-efficacy, learning motivation, and procrastination on academic achievement of students of the Faculty of Economics, State University of Jakarta. The originality of the research lies in analyzing the data using the path analysis model, the results of the study indicate that there is a positive impact on self-efficacy and learning motivation, and the negative impact of procrastination together has a significant impact on academic achievement.

LITERATURE REVIEW

Academic Achievement

Chien in Feng (2013: 52), put forward the notion of learning achievement that: "learning achievement is the acquisition of knowledge or skills that are developed by subject matter, usually indicated by test score or numerical value is assigned by teachers", which means learning achievement

is the mastery of subject matter knowledge indicated by test scores or numerical scores.

Wu, C. J. (2012: 558), put forward the notion of learning achievement that: "learning achievement is about how successful the learner can master the materials of the learning object", which means that learning achievement is about student success being able to master learning material.

Based on the opinions of the experts above, the conceptual description of academic achievement is the result of student learning from lecture activities which are stated by the Achievement Index (IP) at the end of each semester. Academic achievement is obtained from the assessment of assignments, quizzes, practice, midterm, and final semester exams.

Self-Efficacy

Ghufron and Risnawita (2014: 74), argued that self-efficacy is knowledge about oneself that impacts on attitudes and actions to achieve goals, and calculates risks that will occur.

According to Bandura (2010: 3), self-efficacy is one's belief in his ability to carry out tasks, achieve goals, or overcome obstacles.

According to Alwisol (2010: 287), self-efficacy is self-assessment, can do good or bad actions, able or unable in carrying out tasks to achieve goals as expected.

Based on the opinion of the experts above, the conceptual description of self-efficacy is the student's self-confidence in the ability he has to do the task as expected.

* *The Impact Of Self-Efficacy, Learning Motivation, And Procrastination On Academic Achievement Of Students Faculty Of Economics, Jakarta State University*

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Self-efficacy is measured using three dimensions as follows: magnitude (level of difficulty of the task) with indicators namely confidence to overcome difficulty of the task, strength (strength) with indicators namely strength of confidence in completing the task, and generality (breadth of tasks) with indicators namely confidence in the task area which is conducted.

Learning Motivation

According to Mc Combs, learning motivation is an internal ability that is formed naturally and can be increased through activities that provide support, opportunities for learning and responsibility in doing their tasks.

According to Winkel in Andi (2017), learning motivation is any effort done by oneself that gives rise to learning activities, and ensures the continuity of learning activities to achieve the expected goals.

Based on the opinions of the experts above, the conceptual description of learning motivation is an encouragement in students to achieve achievement. Indicators of learning motivation include perseverance in learning, being tenacious in facing difficulties, interests and sharpness of attention in learning, and independent in learning.

Academic Procrastination

According to Solomon and Rothblum in Surijah (2007: 356), procrastination is a delay starting from doing work to completing a task intentionally.

Vestervelt in Tjundjing (2006: 18), argues that procrastination be-

havior is indicated by the habit of procrastinating so that a new start to work and complete a task is nearing a deadline.

Ferrari, Johnson, and McCown in Tjundjing (2006: 20) defines academic procrastination as a delay in academic-related tasks.

Based on the opinions of the experts above, the conceptual description of academic procrastination is a delay made by students intentionally in starting to work and complete college assignments.

Indicators of academic procrastination include a delay in doing a task, a delay in doing a task, a time gap between plans and actual performance, and prioritizing other activities outside the academic.

Research Hypothesis

The hypotheses in this study include the following:

1. There is a positive effect of self-efficacy on learning motivation.
2. There is a negative impact of self-efficacy on academic procrastination.
3. There is a negative impact of self-efficacy on academic procrastination through learning motivation.
4. There is a negative impact of learning motivation on academic procrastination.
5. There is a negative impact of self-efficacy and learning motivation on academic procrastination.
6. There is a positive impact of self-efficacy on academic achievement.
7. There is a negative impact of self-efficacy on academic achi-

* *The Impact Of Self-Efficacy, Learning Motivation, And Procrastination On Academic Achievement Of Students Faculty Of Economics, Jakarta State University*

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achievement through procrastination.

8. There is a positive impact of learning motivation on academic achievement.

9. There is a negative impact of learning motivation on academic achievement.

10. There is a negative impact of procrastination on achievement.

11. There is a positive impact of self-efficacy and learning motivation, and a negative impact of procrastination on academic achievement.

METHODOLOGY

This research uses the ex post facto method with a causal approach and analyzed by the path analysis model. This study uses primary data for independent variables namely self-efficacy, learning motivation, procrastination and secondary data for the dependent variable namely academic achievement. The population in this study were all students of the Faculty of Economics, Jakarta State University in 2015 amounting to 558 people, with an affordable population were students of the 2015 Class of Economic Education Study Program, amounting to 220 people, and the sample was determined using the Isaac and Michael tables with an error rate of 5%, totaling 135 people.

FINDINGS AND DISCUSSION

Based on the normality test using the One-Sample Kolmogorov-Smirnov Test, known significance (Asymp. Sig): Academic Achievement (Y) is worth 0.200, Self-efficacy (X1) is 0.072, Learning Mo-

tivation (X2) is 0.069, and Academic Procrastination (X3) is worth 0.060. The fourth variable data has a significance greater than 0.05, it can be concluded that Ho is accepted meaning the data is normally distributed.

Table 1. Recapitulation of Linearity Test

No.	Relationship between Variables	Deviation from Linearity	F-count	F-table	Description
1.	Self-Efficacy (X ₁) on Learning Motivation (X ₂)	0,060	2,068	2,44	Linear
2.	Self-Efficacy (X ₁) on Academic Procrastination (X ₃)	0,635	0,874	2,44	Linear
3.	Learning Motivation (X ₂) on Academic Procrastination (X ₃)	0,080	1,999	2,44	Linear
4.	Self-Efficacy (X ₁) on Academic Achievement (Y)	0,168	1,321	2,44	Linear
5.	Learning Motivation (X ₂) on Academic Achievement (Y)	0,123	1,396	2,44	Linear
6.	Academic Procrastination (X ₃) on Academic Achievement (Y)	0,063	1,563	2,44	Linear

Source: Processed from Primary Data

Based on the linearity test recapitulation table that the significant value of the Deviation from Linearity between variables is greater than 0.05, it can be concluded that the data have a linear relationship. The relationship between the variables obtained by F-count is smaller than F-table 2.44 so that it can be concluded that there is a significant relationship between the linear variables.

Table 2. Impact of Self-Efficacy (X1) on Learning Motivation (X2)

Independent Variable	B	Beta	t	Prob
Self-Efficacy (X ₁)	1,131	0,789	14,793	0,000
Constanta	-19,979			
Dependent Variable	Motivasi Belajar (X ₂)			
R	0,789			
r ²	0,622			
t-count	14,793			
t-table	1,656			
Path Equation	$X_2 = 0,789 X_1 + px2\varepsilon_1$			

Source: Processed from Primary Data

* *The Impact Of Self-Efficacy, Learning Motivation, And Procrastination On Academic Achievement Of Students Faculty Of Economics, Jakarta State University*

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The results of the analysis obtained a regression coefficient of 1.131 with a t_{count} of 14.793 > t_{table} 1.656 and a probability of 0.000 less than 0.05 means that self-efficacy tested has a significant impact on learning motivation. So, higher self-efficacy will have an impact on the high motivation of students of the Faculty of Economics, Jakarta State University.

The coefficient of determination of 0.622 means that self-efficacy contributes 62.2% to learning motivation.

Table 3. Impact of Self-Efficacy (X1) and Learning Motivation (X2) on Academic Procrastination (X3)

Independent Variable	B	Beta	t	Prob
Self-Efficacy (X ₁)	-0,568	-0,374	-5,574	0,000
Learning Motivation (X ₂)	-0,588	-0,555	-8,268	0,000
Constanta	251,232			
Dependent Variable	Academic Procrastination (X ₃)			
R	0,880			
R ²	0,775			
F _{count}	227,674			
Probability	0,000			
F _{table}	2,44			
t _{table}	1,656			
Path Equation	X ₃ = -0,374 X ₁ + -0,555 X ₂ + px3e2			

Source: Processed from Primary Data

The results of the analysis obtained F_{count} 227,674 > F_{table} 2.44 with a probability of 0,000 less than 0.05, meaning that self-efficacy and learning motivation have an impact on academic procrastination. Self-efficacy and learning motivation contributed 77.5% ($R^2 = 0.775$) to academic procrastination. Furthermore, the partial test results (t test) can be known that self-efficacy has a significant negative impact on academic procrastination ($t_{\text{count}} = -5.574 > t_{\text{table}}$ 1.656 with

probability 0.000 < 0.05), learning motivation has a significant negative effect on academic procrastination ($t_{\text{count}} = -8.268 > t_{\text{table}}$ 1,656 with a probability of 0,000 < 0.05).

Table 4. Impact of Self-Efficacy (X1), Learning Motivation (X2),

Independent Variable	B	Beta	t	Prob
Self-Efficacy (X ₁)	0,014	0,362	7,306	0,000
Learning Motivation (X ₂)	0,003	0,126	2,288	0,024
Procrastination Academic (X ₃)	-,013	-0,518	-8,978	0,000
Constanta	2,471			
Dependent Variable	Academic Achievement (Y)			
R	0,950			
R ²	0,902			
F _{count}	401,134			
Probability	0,000			
F _{table}	2,44			
t _{table}	1,656			
Path Equation	Y = 0,362 X ₁ + 0,126 X ₂ + -0,518 X ₃ + pye3			

Source: Processed from Primary Data

and Procrastination (X3) on Academic Achievement (Y)

The results of the analysis obtained the value of F_{count} 401.134 > F_{table} 2.44 with a probability of 0.000 less than 0.05, meaning that self-efficacy, learning motivation, and procrastination have an impact on academic achievement. Self-efficacy, learning motivation and procrastination contributed 90.2% ($R^2 = 0.902$) to academic achievement. Furthermore, the partial test results (t-test) can be known that self-efficacy has a significant impact on academic achievement with a probability of 0,000 < 0.05, learning motivation has a significant impact on academic achievement with a probability of 0.024 < 0.05, and procrastination has a significant impact on academic achievement with a probability of 0,000 < 0.05.

* *The Impact Of Self-Efficacy, Learning Motivation, And Procrastination On Academic Achievement Of Students Faculty Of Economics, Jakarta State University*

* <https://doi.org/10.21009/econosains.0172.04>

DISCUSSION

The Impact of Self-Efficacy on Learning Motivation

Based on the results of the study found that there is a direct impact of self-efficacy on learning motivation of 0.789. This means that each increase in one unit of self-efficacy will increase learning motivation by 0.789. The p-value of 0,000 is smaller than the value of 0.05 and obtained t_{count} 14.793 is greater than t_{table} 1.656. This shows that there is a positive and significant effect of self-efficacy on learning motivation.

This research is reinforced by theories such as those proposed by Pervin and John in Rita Kurniyawati (2012: 6), that the higher one's self-efficacy, the higher the motivation for learning will be. Someone with high self-efficacy has less reaction in doubting their abilities when they face difficulties (Sufirmansyah, 2015: 146). This shows that self-efficacy has a positive impact on learning motivation.

The Impact of Self-Efficacy on Academic Procrastination

Based on the results of the study found that there is a direct impact of self-efficacy on academic procrastination of -0.374. This means that each increase in one unit of self-efficacy will reduce academic procrastination by -0.374. The p-value of 0,000 is smaller than the value of 0.05 and the t-value of -5.574 is greater than the table of 1.656. This shows that there is a negative and significant impact of self-efficacy on academic procrastination.

This research is strengthened by theories such as those proposed by Janssen and Cartoon in Asti Kartika (2013: 2), that someone who has high self-efficacy will try harder in completing his task, while someone who has low self-efficacy will procrastinate in doing their work. This shows that self-efficacy has a negative impact on academic procrastination.

The Impact of Self-Efficacy on Academic Procrastination through Learning Motivation

Based on the results of the study found that the impact of self-efficacy on academic procrastination through learning motivation of -0.437. This means that each increase in one unit of self-efficacy through motivation to learn will reduce academic procrastination by -0.437. The p-value of 0,000 is smaller than the value of 0.05 and the t-value of -5.574 is greater than the table of 1.656. This shows that there is a negative and significant impact of self-efficacy on academic procrastination through learning motivation.

This research is reinforced with theories such as those proposed by Respati Novatria Dewi (2014: 3), that someone who has high self-efficacy will have high motivation to learn when one's self-efficacy is low, the motivation to learn is also low and results in someone doing delays in doing their jobs.

The Impact of Learning Motivation on Academic Procrastination

Based on the results of the

* *The Impact Of Self-Efficacy, Learning Motivation, And Procrastination On Academic Achievement Of Students Faculty Of Economics, Jakarta State University*

* <https://doi.org/10.21009/econosains.0172.04>

study found that there is a direct impact of learning motivation on academic procrastination of -0,555. This means that each increase in one unit of learning motivation will reduce academic procrastination by -0,555. The p-value of 0,000 is less than the value of 0.05 and obtained $t_{-8.268}$ is greater than t_{table} 1.656. This shows that there is a negative and significant impact of learning motivation on procrastination.

This research is reinforced by theories such as that proposed by Briordy in Mayrika Nitami (2015: 2), that the higher the learning motivation students have when facing a task, the lower the tendency to procrastinate. In line with that, M. Nur Ghufroon and Risnawita (2014: 164), stated that the amount of motivation a person has will have a positive impact on academic achievement.

The Impact of Self-Efficacy and Learning Motivation on Academic Procrastination

Based on the results of the study, it was found that F_{count} 227,674 was greater than F_{table} 2.44. This means that the variables of self-efficacy, and motivation to learn simultaneously have an impact on academic procrastination. The significance value of 0,000 is smaller than 0.05. This shows that the variables of self-efficacy, and motivation to learn together have a significant impact on academic procrastination. The results of the coefficient of determination show that the R^2 value is 0.775 meaning that the percentage contribution to the effect of self-efficacy, and learning motivation on academic procrasti-

nation is 77.5% or the independent variable is self-efficacy, and learning motivation is able to explain 77.5% of the variable bounded by academic procrastination, while the remaining 22.5% of the impact of factors outside this study.

This research is reinforced by theories such as that proposed by Respati Novatria Dewi (2014: 3), that someone positive in his ability to do something, then the strength will be gathered to achieve success.

Iredho Fani Reza (2013: 41), argues that the amount of motivation a person has will have a negative impact on procrastination, the higher the motivation the individual has when learning and facing a task, the lower the tendency to procrastinate.

The Impact of Self-Efficacy on Academic Achievement

Based on the results of the study found that there is a direct impact of self-efficacy on academic achievement of 0.362. This means that each increase in one unit of self-efficacy will increase academic achievement by 0.362. The p-value of 0,000 is less than 0.05 and obtained t_{count} 7.306 is greater than t_{table} 1.656. This shows that there is a positive and significant impact of self-efficacy on academic achievement.

This study is strengthened by theories such as that proposed by Muhibbin Syah (2010: 144), that one's learning achievement also impacts on self-efficacy which is included in the category of internal factors. Referring to academic achievement, students who have high self-efficacy will get high acad-

* *The Impact Of Self-Efficacy, Learning Motivation, And Procrastination On Academic Achievement Of Students Faculty Of Economics, Jakarta State University*

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emic achievement, while students who have low self-efficacy will get the low academic achievement as well.

The Impact of Self-Efficacy on Academic Achievement through Academic Procrastination

Based on the results of the study found that there is an impact of self-efficacy on academic achievement through academic procrastination of 0.193. This means that each increase in one unit of self-efficacy through academic procrastination will increase academic achievement by 0.193. The p-value of 0,000 is smaller than the value of 0.05 and obtained $t_{\text{count}} 7.306$ is greater than $t_{\text{table}} 1.656$. This shows that there is a positive and significant impact of self-efficacy on academic achievement through academic procrastination.

This research is strengthened by theories such as those proposed by Bandura in Asti Kartika (2013: 2), that someone who has high self-efficacy will try harder in completing his task, while someone who has low self-efficacy will tend to do procrastination or delay in doing the work. Ismi Nur Rahmah (2015: 81), states that there is a negative impact of academic procrastination on student achievement, the higher the procrastination is done, it can reduce student academic achievement.

Impact of Learning Motivation on Academic Achievement

Based on the results of the study found that there is a direct impact of learning motivation on academic achievement of 0.126.

This means that each increase in one unit of learning motivation will increase academic achievement by 0.126. The p-value of 0.024 is smaller than 0.05 and obtained $t_{\text{count}} 2.288$ is greater than $t_{\text{table}} 1.656$. This shows that there is a positive and significant impact of learning motivation on academic achievement.

This research is reinforced by theories such as those proposed by Covington and Mueller in Alderman (2014: 250), that intrinsic and extrinsic motivation are complementary components in achieving academic achievement. A person's level of motivation will have an impact on the level of achievement he will achieve. Learning motivation has a positive impact on academic achievement.

The Impact of Learning Motivation on Academic Achievement through Academic Procrastination

Based on the results of the study found that there is an impact of learning motivation on academic achievement through academic procrastination of 0.287. This means that each increase in one unit of learning motivation through academic procrastination will increase academic achievement by 0.287. The p-value of 0,000 is smaller than the value of 0.05 and obtained $t_{\text{count}} 2.288$ is greater than $t_{\text{table}} 1.656$. This shows that there is a positive and significant impact of learning motivation on academic achievement through academic procrastination.

This research is strengthened by theories such as those proposed

* *The Impact Of Self-Efficacy, Learning Motivation, And Procrastination On Academic Achievement Of Students Faculty Of Economics, Jakarta State University*

* <https://doi.org/10.21009/econosains.0172.04>

by M. Nur Ghufon and Risnawita (2014: 164), that the amount of motivation a person has will have a positive impact on academic achievement. Ismi Nur Rahmah (2015: 81), states that there is a negative impact of academic procrastination on student learning achievement, the higher the procrastination behavior carried out, it can reduce student academic achievement.

Impact of Procrastination on Academic Achievement

Based on the results of the study found that there is a direct impact of procrastination on the academic achievement of -0,518. This means that every increase of one unit of procrastination will reduce academic achievement by -0,518. The p-value of 0,000 is smaller than the value of 0.05 and t_{count} of -8.978 is greater than t_{table} of 1.656. This shows that there is a negative and significant impact of procrastination on academic achievement.

This research is reinforced by theories such as those proposed by Steel (2007: 65), procrastination is a procrastinating behavior that is done intentionally in the task, which makes students unable to achieve good performance. Oematan (2013: 6) states that academic procrastination is negatively related to student academic achievement, the higher the procrastination behavior carried out, it can reduce student academic achievement.

The Impact of Self-Efficacy, Learning Motivation, and Procrastination on Academic Achievement

Based on the results of the study, it was found that the F_{count} 401.134 was greater than the F_{table} 2.44. This means that the variables of self-efficacy, learning motivation, and procrastination simultaneously impact on academic achievement. The significance value of 0,000 is smaller than 0.05. This shows that the variables of self-efficacy, learning motivation, and procrastination together have a significant impact on academic achievement. The results of the coefficient of determination indicate that the value of R-square is 0.902 meaning that the percentage contribution of the impact of self-efficacy, learning motivation, and procrastination on academic achievement is 90.2% or the independent variable self-efficacy, learning motivation, procrastination is able to explain 90.2% of the dependent variable achievement academic, while the remaining 9.8% of the impact of factors outside this study.

The study was strengthened with theories such as those proposed by Ferrari in Ghufon (2014: 153), the main factors causing the decline in student achievement are decreased self-efficacy, low motivation, and the occurrence of academic procrastination.

This research is also strengthened by previous research conducted by Hilda Arifani (2015: 26), who revealed that students who have confidence in their abilities will be more motivated in doing the task. Conversely students who lack self-confidence in their abilities, the motivation to learn will be low and tend to do procrastination in doing the task. Procrastination occurs

* *The Impact Of Self-Efficacy, Learning Motivation, And Procrastination On Academic Achievement Of Students Faculty Of Economics, Jakarta State University*

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when students are unable to control their self-confidence properly resulting in low motivation to learn.

CONCLUSION

The first hypothesis is accepted, the results of the study show that self-efficacy has a positive and significant impact on learning motivation. So it can be concluded that the higher self-efficacy owned by students will increase student motivation.

The second hypothesis is accepted, the results show that self-efficacy has a negative and significant impact on academic procrastination. So it can be concluded that the higher self-efficacy possessed by students will reduce student academic procrastination.

The third hypothesis is accepted, the results show that self-efficacy through learning motivation has a negative and significant impact on academic procrastination. So it can be concluded that the higher self-efficacy and learning motivation of students will reduce student academic procrastination.

The fourth hypothesis is accepted, the results show that learning motivation has a negative and significant impact on academic procrastination. So it can be concluded that the higher the motivation of learning possessed by students will reduce student academic procrastination.

The fifth hypothesis is accepted, the results show that self-efficacy and learning motivation have a negative and significant impact on academic procrastination. So it can be concluded that the higher self-efficacy and learning

motivation of students will reduce student academic procrastination.

The sixth hypothesis is accepted, the results show that self-efficacy has a positive and significant impact on academic achievement. So it can be concluded that the higher self-efficacy possessed by students will increase academic achievement.

The seventh hypothesis is accepted, the results show that self-efficacy through academic procrastination has a positive and significant impact on academic achievement. So it can be concluded that the higher self-efficacy owned by students and the lower the procrastination conducted by students will increase academic achievement.

The eighth hypothesis is accepted, the results show that learning motivation has a positive and significant impact on academic achievement. So it can be concluded that the higher the motivation of learning possessed by students will increase academic achievement.

The ninth hypothesis is accepted, the results show that learning motivation through academic procrastination has a positive and significant impact on academic achievement. So it can be concluded that the higher the learning motivation of students and the lower the procrastination conducted by students, will increase academic achievement.

The tenth hypothesis is accepted, the results show that procrastination has a negative and significant impact on academic achievement. So it can be concluded that the higher the procrastination conducted by students, it will

* *The Impact Of Self-Efficacy, Learning Motivation, And Procrastination On Academic Achievement Of Students Faculty Of Economics, Jakarta State University*

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will reduce academic achievement.

The eleventh hypothesis was accepted, the results showed that self-efficacy and learning motivation had a positive impact, and procrastination had a negative impact together which had a significant impact on academic achievement. So it can be concluded that higher self-efficacy and learning motivation will increase academic achievement, and the higher the procrastination will reduce academic achievement.

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* *The Impact Of Self-Efficacy, Learning Motivation, And Procrastination On Academic Achievement Of Students Faculty Of Economics, Jakarta State University*

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