

## DAFTAR PUSTAKA

- Alfina, I. (2014). Hubungan *self-regulated learning* dengan prokrastinasi akademik pada siswa akselerasi. *Psikoborneo*, 2(1), 60–66.
- Andarini, S. R., & Fatma, A. (2013). Hubungan antara *distress* dan dukungan sosial dengan prokrastinasi akademik pada mahasiswa dalam menyusun skripsi. *Talenta Psikologi*, 2(2), 159–179.
- Azwar, S. (2013). *Sikap manusia: teori dan pengukurannya*. Yogyakarta: Pustaka Belajar.
- Azwar, S. (2015). *Penyusunan skala psikologi (2<sup>nd</sup> ed)*. Yogyakarta: Pustaka Belajar.
- Azwar, S. (2016). *Reliabilitas dan validitas*. Yogyakarta: Pustaka Belajar.
- Azwar, S. (2017). *Penyusunan skala psikologi (edisi 2)*. Yogyakarta: Pustaka Belajar.
- Barnard-brak, L., Lan, W. Y., & Paton, V. O. (2010). Profiles in *self-regulated learning* in the online learning environment. *International Review of Research in Open and Distance Learning*, 11(1), 61–80.
- Basuki, Heru, A. M. (2005). Pengujian kontribusi belajar yang bermakna pada kreatifitas, *self-regulated learning*, dan prestasi akademik (studi kasus pada siswa sekolah menengah di Jakarta). *Proceeding, Seminar Nasional PESAT*, 23–24.
- Broadbent, J., & Poon, W. L. (2015). *Self-regulated learning strategies & academic achievement in online higher education learning environments: A systematic review*. *Internet and Higher Education*, 27, 1–13. <https://doi.org/10.1016/j.iheduc.2015.04.007>
- Burhan, S., Rapi, M., & Kusyairy, U. (2017). Hubungan antara motivasi intrinsik dan prokrastinasi akademik dengan hasil belajar pengurus hmj pendidikan biologi. *Jurnal Biotek*, 5(2), 73-91. <https://doi.org/10.24252/jb.v5i2.4281>
- Effy Wardati Maryam, G. R. A. & V. R. effywardati. (2019). Sense of community dan *self-regulated learning* sebagai prediktor pada prokrastinasi akademik mahasiswa universitas muhammadiyah sidoarjo. *Journal An-Nafs: Kajian Penelitian Psikologi*, 4(2), 182–200.
- Fasikhah, S. S., & Fatimah., S. (2013). *Self-regulated learning (SRL)* dalam meningkatkan prestasi akademik pada mahasiswa. *Jurnal Ilmiah Psikologi Terapan*, 01(01), 145–155. <https://doi.org/10.4135/9781412964012.n19>

- Ferrari, J. R., & Tice, D. M. (2000). Procrastination as a self-handicap for men and women: A task-avoidance strategy in a laboratory setting. *Journal of Research in Personality*, 34(1), 73–83. <https://doi.org/10.1006/jrpe.1999.2261>
- Ferrari, Joseph R, Johnson Judith L, M. W. G. (1995). *Procrastination and task avoidance theory, research, and treatment*. Plenum Press, New York.
- Filho, M. K. C. (2001). A review on theories of *self-regulation of learning*. In *bulletin of the graduate school of education, hiroshima university. Part. III, Education and Human Science* (Issue 50, pp. 437–445).
- Ghufron, M. N. dan R. R. (2011). *Teori-teori Psikologi*. Jogjakarta: AR-Ruzz Media.
- Hadi S. (2015). *Metodelogi riset*. Pustaka Belajar.
- Herliandy, L. D., Nurhasanah, Suban, M. E., & Kuswanto, H. (2020). Pembelajaran pada masa pandemi covid-19 (lessons learned during the covid-19 pandemic). *Jurnal Teknologi Pendidikan*, 22(1), 65–70.
- Howse, R.B., Lange, G., Farran, D.C., & Boyles, C. (2003). Motivation and self-regulation as predictors of achievement in economically disadvantaged young children. *The Journal of Experimental Education*, 77(2), 151–174.
- Kitsantas, A., Steen, S., & Huie, F. (2009). The role of *self-regulated strategies* and goal orientation in predicting achievement of elementary school children. *International Electronic Journal of Elementary Education*, 2(1), 65–81.
- Lastary, L. D., & Rahayu, A. (2018). Hubungan dukungan sosial dan *self efficacy* dengan prokrastinasi akademik mahasiswa perantau yang berkuliah di jakarta. *Ikraith-Humaniora*, 2(2), 17–23.
- Mursalim, M. H., T, M., & Silondae, D. P. (2020). Hubungan antara *self-regulated learning* dengan prokrastinasi akademik dalam penyelesaian skripsi pada mahasiswa pendidikan ekonomi fkip uho. *Jurnal Sublimapsi*, 1(2), 95–102. <https://doi.org/10.36709/sublimapsi.v1i2.12003>
- Noviana Khoirunnisa, R., Jannah, M., & Kusuma Dewi, D. (2021). Prokrastinasi akademik mahasiswa tingkat akhir pada masa pandemi covid-19 academic procrastination of the final-year undergraduate students during covid-19 pandemic. *Jurnal Psikologi Teori Dan Terapan*, 11(3), 278–292. <http://dx.doi.org/10.26740/jptt.v11n3.p278-292>
- Noviyanti, Yusmansyah, & Utaminingsih, D. (2019). Hubungan antara *self-regulated learning* dengan prokrastinasi akademik. *ALIBKIN (Jurnal*

*Bimbingan Konseling),* 7(4), 1–16.  
<http://jurnal.fkip.unila.ac.id/index.php/ALIB/article/view/19301>

Pambudhi, Y. A., Suarni, W., & Alirudin, A. (2021). Motivasi mahasiswa tingkat akhir dengan kecemasan mendapatkan pekerjaan. *Jurnal Sublimapsi*, 2(1), 32. <https://doi.org/10.36709/sublimapsi.v2i1.14696>

Prof. Dr. Sugiyono. (2015). *Metode penilitan kuantitatif, kualitatif dan r & d* (p. 346).

Ramdass, D., & Zimmerman, B. J. (2011). Developing self-regulation skills: the important role of homework. *Journal of Advanced Academics*, 22(2), 194–218. <https://doi.org/10.1177/1932202X1102200202>

Risnawati, R., & Ghufron, M. N. (2012). *Teori-teori psikologi*. Yogyakarta. ArRuzz.

Rizkyani, A. M., Feronika, T., & Saridewi, N. (2020). Hubungan antara *self-regulated learning* dengan prokrastinasi akademik pada mahasiswa pendidikan kimia di masa pandemi covid-19. *Edusains*, 12(2), 252–258. <https://doi.org/10.15408/es.v12i2.18175>

Siswoyo, D. (2007). *Ilmu pendidikan*. Yogyakarta.

Saman, A. (2017). Analisis prokrastinasi akademik mahasiswa (studi pada mahasiswa jurusan psikologi pendidikan dan bimbingan fakultas ilmu pendidikan). *Jurnal Psikologi Pendidikan Dan Konseling: Jurnal Kajian Psikologi Pendidikan Dan Bimbingan Konseling*, 3(2), 55. <https://doi.org/10.26858/jpkk.v0i0.3070>

San, Y. L., Roslan, S. B., & Sabouripour, F. (2016). Relationship between *self-regulated learning* and academic procrastination. *American Journal of Applied Sciences*, 13(4), 459–466. <https://doi.org/10.3844/ajassp.2016.459.466>

Santika, W. S., & Sawitri, D. R. (2016). *Self-regulated learning* dan prokrastinasi akademik pada siswa kelas XI sma negeri 2 Purwokerto. *Jurnal Empati*, 5(1), 44–49.

Santrock, W. J. (2007). *Life span development: Perkembangan masa hidup (jilid 2)*. Jakarta: Erlangga.

Saraswati, P. (2017). Strategi *self-regulated learning* dan prokrastinasi akademik terhadap prestasi akademik. *Jurnal Psikologi Ilmiah*, 9(3), 210–223.

- Savira, F., & Suharsono, Y. (2013). *Self-regulated learning* (SRL) dengan prokrastinasi akademik pada siswa akselerasi. *Jurnal Ilmiah Psikologi Terapan*, 01(01), 66–75.
- Savitri, I. (2011). *Arti belajar penting ditanamkan pada anak usia sekolah*. LPTUI.
- Setiani, N., Santoso, B., & Kurjono, K. (2018). *Self-regulated learning and achievement motivation to student academic procrastination*. *Jurnal Manajerial*, 3(4), 17-38. <https://doi.org/10.17509/manajerial.v17i1.9759>
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133(1), 65–94. <https://doi.org/10.1037/0033-2909.133.1.65>
- Surijah, E. A., & Tjundjing, S. (2007). Mahasiswa versus tugas: prokrastinasi akademik dan conscientiousness. *Indonesian Psychological Journal*, 22(4), 352–374.
- Tondok, M. S., Ristyadi, H., & Kartika, A. (2008). Prokrastinasi akademik dan niat membeli skripsi. *Anima, Indonesia Psychological Journal*, 24(1), 76–87.
- Ulum, M. I. (2016). Strategi *self-regulated learning* untuk menurunkan tingkat prokrastinasi akademik siswa. *Psympathic: Jurnal Ilmiah Psikologi*, 3(2), 153–170. <https://doi.org/10.15575/psy.v3i2.1107>
- Wolters, C. A., Pintrich, P. R., & Karabenick, S. A. (2003). Assessing academic *self-regulated learning*. *Conference on Indicators of Positive Development: Child Trends*. (Vol. 2003, Issue April). <https://doi.org/10.1007/0-387-23823-916>
- Wolters, C. A., Pintrich, P. R., & Karabenick, S. A. (2005). Assessing academic *self-regulated learning*. *What do Children Need to Flourish? Conceptualizing and Measuring Indicators of Positive Development* (pp. 251–270).
- Zimmerman, B. J. (1989). A social cognitive view of *self-regulated academic learning*. *Journal of Educational Psychology*, 81(3), 329–3tab. <https://doi.org/10.1037/0022-0663.81.3.329>
- Zimmerman, Barry J, Martinez-Pons, Manuel. (1990). Student differences in self-regulated learning: relating grade, sex, and giftedness to self-efficacy and strategy use. *Journal of Educational Psychology*, 82(1), 51-59. <https://doi.org/10.1037/0022-0663.82.1.51>

