

ABSTRAK

Prokrastinasi akademik merupakan salah satu permasalahan yang sering dialami mahasiswa tingkat akhir dalam menyelesaikan skripsi. Salah satu faktor yang diduga berhubungan dengan prokrastinasi akademik adalah *academic self-efficacy*. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional pada 208 mahasiswa tingkat akhir yang dipilih menggunakan teknik *purposive sampling*. Data dikumpulkan menggunakan skala *Academic Self-Efficacy* dan skala prokrastinasi akademik yang telah diuji validitas dan reliabilitas oleh penelitian sebelumnya. Analisis data menggunakan uji korelasi *Pearson Product Moment*. Hasil penelitian menunjukkan terdapat hubungan negatif yang signifikan antara *academic self-efficacy* dengan prokrastinasi akademik ($r = -0,474$; $p = 0,001$). Semakin tinggi *academic self-efficacy* yang dimiliki mahasiswa, maka semakin rendah tingkat prokrastinasi akademiknya.

Kata kunci: *academic self-efficacy*, mahasiswa tingkat akhir, prokrastinasi akademik.

ABSTRACT

Academic procrastination is one of the common problems experienced by final-year undergraduate students in completing their thesis. One factor presumed to be associated with academic procrastination is academic self-efficacy. This study employed a quantitative correlational design involving 208 final-year undergraduate students selected through purposive sampling. Data were collected using the Academic Self-Efficacy Scale and the Academic Procrastination Scale, both of which had been validated and tested for reliability in previous studies. Data were analyzed using Pearson Product Moment correlation analysis. The results revealed a significant negative relationship between academic self-efficacy and academic procrastination ($r = -0.474$; $p = 0.001$). These findings indicate that higher levels of academic self-efficacy are associated with lower levels of academic procrastination among final-year students.

Keywords: *academic self-efficacy, academic procrastination, final-year students.*