

## Relationship Between Self-Esteem and Negative Emotional State with Academic Procrastination in Final Level Students

Refirman Djamahar<sup>1\*</sup>, Yulilina Retno Dewahrani<sup>2</sup>, Resty Octaviani<sup>3</sup>

<sup>1</sup>Biology Education Department, Jakarta State University

<sup>1</sup>Biology Education Department, Jakarta State University

<sup>1</sup>Biology Education Department, Jakarta State University

Email: <sup>1</sup>refirmandj@unj.ac.id, <sup>2</sup>yulilina@unj.ac.id

### Article History

Received : 24 - 02 - 2020

Revised : 10 - 03 - 2020

Accepted : 15 - 04 - 2020

### \*Corresponding Author

Refirman Djamahar  
Biology Education Department  
Jakarta State University  
Jalan Rawamangun Muka Raya,  
13220, East Jakarta  
[refirmandj@unj.ac.id](mailto:refirmandj@unj.ac.id)

### Keywords:

academic procrastination,  
negative emotional state, self-  
esteem

### Abstract

*Self-esteem and negative emotional state have a role in the tendency of students to do academic procrastination in completing the final assignments. This study aims to determine the relationship between self-esteem and negative emotional state with academic procrastination in last year's students — the research conducted at the Biology Education and Biology Department, Jakarta State University, in July 2019. The method used was descriptive correlational. The research sample was 48 Biology students from 2012, 2013, and 2014 who had not graduated on time selected by simple random sampling. The instruments used were the Coopersmith Self Esteem Inventory (CSEI), Depression Anxiety Stress Scale 42 (DASS 42), and academic procrastination questionnaires. The analysis prerequisite test results obtained by data distribution normally and homogeneously. The result is a significant relationship between self-esteem and negative emotional states with academic procrastination in final year college students.*

## 1. INTRODUCTION

Higher education is one of the educational institutions that support the realization of national education goals. One of the requirements for completing studies and obtaining a bachelor's degree in tertiary institutions is that students must complete their final assignment courses (Fibrianti, 2009). Students who feel powerless to face obstacles in doing their assignments will endeavor to avoid or make delays in doing their final assignments (Liling, 2013). The delay in doing this final project becomes an important point to note because the final project not only shows the quality of the undergraduate but also the quality of the teaching and learning process in higher education. Research in recent years shows that delaying behavior is a common problem in the academic world (Gunawinata, 2008).

Students who delay in doing the final project are aware of the harmful effects of the behavior but deliberately postpone it repeatedly. Data from the Biology education program coordinator shows that students from 2012, 2013, and 2014 have not yet completed their final project. The results of observations and interviews with Biology education students show that some students tend to postpone

doing their final work because of a number of things, such as feeling lazy, having to repeat courses, being active in organizations, physical condition (sick), working, not having research ideas and confusion when the two supervisors differed. Some of the students interviewed also experienced anxiety and stress due to procrastination, especially when classmates graduated. The condition of stress and anxiety due to the delay of this final project if it continues continuously will have an impact on student self-esteem.

Self-esteem (self-esteem) is a self-assessment of feelings of worth or meaning expressed in individual attitudes towards him (Coopersmith, 1967). Self-esteem is an essential key in shaping one's behavior because it can influence the thought process, emotions, behavior, decisions taken, individual values, and goals. It means that self-esteem can affect every aspect of human life, including in the academic field (Chaplin, 2004). Individuals who have high self-esteem can excel in academics, while individuals who have low self-esteem are less able to excel in academics. Burka & Yuen (1983) suggested that low self-esteem can influence a person to make academic

procrastination. In his research on the relationship between self-esteem and academic procrastination in students of the Faculty of Psychology, Muhammadiyah University of Surakarta, Erma (2013) showed a very significant negative relationship between self-esteem and academic procrastination. The higher the self-esteem, the lower the academic procrastination.

One of the adverse effects of academic procrastination is psychological pressure originating from oneself and the environment. Internally, individuals who make procrastination will feel a negative emotional state (negative emotional state), namely depression, anxiety, and stress. Stress conditions emerge as a form of the inability of individuals to respond to stressors (Handayani & Abdullah, 2016). Burka & Yuen (1983) suggested that procrastination can increase stress, and stress can increase procrastination. Fong (2012) also suggested a relationship between academic procrastination and academic stress on students that the higher the academic procrastination, academic stress increases, conversely the lower the academic procrastination, the academic stress is also lower. The results of research conducted by Hadiwijaya et al. (2015) regarding self-efficacy as a moderator of the relationship between academic expectations, procrastination, and academic stress shows that procrastination affects academic stress.

Students who have high self-esteem will feel able to face the demands of their academic environment, including unfavorable emotional state conditions (depression, anxiety, stress) so that they can complete their academic tasks well. In contrast, students with low self-esteem will feel unable to face the demands of the environment to delay completing the tasks given to him. This condition of depression, anxiety, and stress due to academic delay can cause a person to lose self-esteem slowly so that he will feel unappreciated and unacceptable to others.

Based on the description above, there seems to be a delay in completing the final project, both in Biology and Biology Education study program students, so that they experience anxiety and stress. Reference to the results of previous studies (Burka & Yuen 1983; Fibrianti, 2009; Fong, 2012; Erma, 2013; Hadiwijaya, 2015) shows that self-esteem and negative emotional states (depression, anxiety, and stress) have a role in student tendencies do academic procrastination. Therefore, a study conducted to find out the relationship between self-esteem and negative emotional state with academic procrastination in final year college students (then written final year students) at Jakarta State University.

## **2. RESEARCH METHODS**

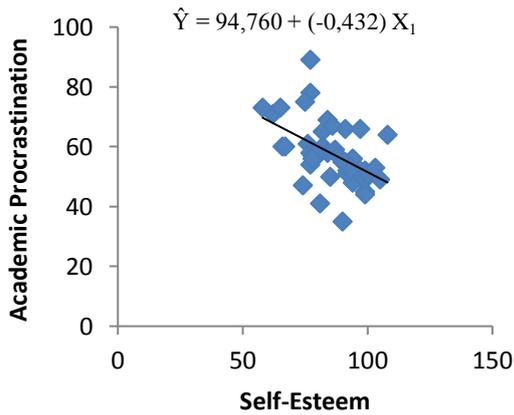
The purpose of this study was to determine the relationship between self-esteem and academic procrastination, to know the negative emotional state relationship and academic procrastination, and to know the relationship between self-esteem and negative emotional state with academic procrastination at the final year students — the study conducted in July 2019. The method used was descriptive correlational. The number of respondents in this study was 48 Biology students at the end of 2012, 2013, and 2014 who did not graduate on time by simple random sampling. Data collection techniques did by giving questionnaires online through Google Docs. The instruments used were the Coopersmith Self-Esteem Inventory (CSEI), Depression Anxiety Stress Scale 42 (DASS 42), and academic procrastination instruments. Data analysis performed the prerequisite test and hypothesis test. Prerequisite tests include normality tests — Kolmogorov-Smirnov and Bartlett homogeneity at the significance level ( $\alpha$ ) 0.05. Simple and multiple correlation regression tests do hypothesis testing.

## **3. RESULTS AND DISCUSSION**

### **a. Results**

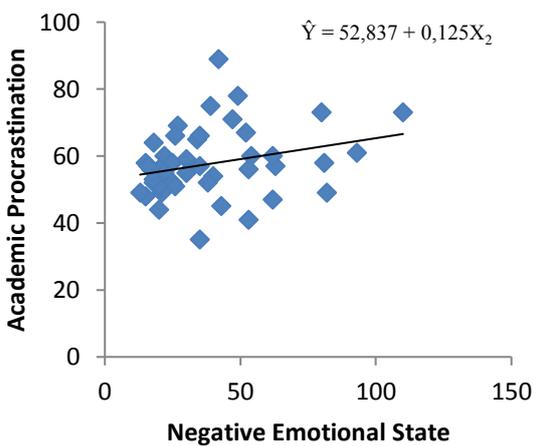
Based on the results of the study, there are three categories of self-esteem levels in final-year students, namely: low category totaling 0 students (0%); medium category totaling 32 students (66.7%); the high category numbered 16 students (33.3%). Based on the results of the calculation of negative emotional state obtained results of 5 students (10.42%) experienced a severe category of negative emotional state, nine students (18.75%) experienced a negative emotional state with a moderate category, and 34 students (70.83%) experienced negative emotional state with the normal category. Based on the results of the study, there are three categories of levels of academic procrastination in final-year students, namely: the low category totaling two students (4.16%); medium category totaling 43 students (85.42%); and high category totaling five students (10.42%).

Based on the results of hypothesis testing, it knew that there is a significant negative relationship between self-esteem and academic procrastination in the final year students. It means that the higher the level of self-esteem, the lower the level of academic procrastination. Based on the calculation results, the strength of the relationship between self-esteem and academic procrastination in the final year students of 0.505 included in the sufficient category. Self-esteem contributed 25.5% to academic procrastination in the final year students, while 74.5% related to other factors (can be seen in **Figure 1**).



**Figure 1. Simple Linear Regression Model between Self-Esteem and Procrastination Academic for Final Year Students**

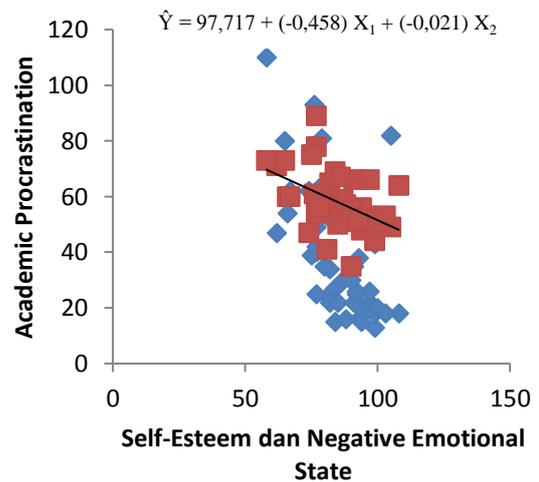
Based on the results of the hypothesis test, it knew that there is a significant positive relationship between the negative emotional state with academic procrastination in the final year students. It means that the higher the level of negative emotional state, the academic procrastination will increase. Based on the results of the calculation, the strength of the relationship between negative emotional states with academic procrastination in the final year students is equal to 0.282 included in the low category. The results of the coefficient of the determination indicate that stress contributes 8% to academic procrastination in final year students, while 92% is related to other factors (can be seen in **Figure 2**).



**Figure 2. Simple Linear Regression Model between Negative Emotional State with Academic Procrastination**

Based on the results of hypothesis testing, it knew that there is a significant relationship between self-esteem and negative emotional state with academic procrastination in final year students. Based on the results of the calculation of the

correlation coefficient, the strength of the relationship between self-esteem and stress with academic procrastination in the final year students that is equal to 0.506 included in the medium category. The results of the coefficient of the determination indicate that self-esteem and the negative emotional state contribute 25.6% to academic procrastination in final year students. In contrast, 74.4% related to other factors (can be seen in **Figure 3**).



**Figure 3. Dual Linear Regression Model between Self-Esteem and Negative Emotional State with Academic Procrastination**

**b. Discussion**

Based on the age characteristics of the respondents, the respondents in this study were at the stage of late adolescent development towards early adulthood, aged 22-26 years. At this stage, positive emotions are the most important motivator, and they will refuse to be involved in something that has negative consequences (Rana & Mahmood, 2010). Early adulthood has reached emotional maturity, so it is necessary to learn to get a picture of situations that cause emotional reactions. However, early adulthood is also a stage of emotional tension where individuals experience confusion and emotional anxiety so vulnerable to psychological problems (Hurlock, 2001). Based on gender, 75% of respondents in this study were female, while 25% of respondents were male. In seeing an event, women tend to be detailed and involve feelings. In contrast, men tend to be global and not detailed so that women are prone to experiencing psychological problems because the information obtained can suppress their feelings (Farooqi, Y. N., Ghani, R., & Spielberger, 2012).

Based on the results of the study, it knew that there is a negative relationship between self-esteem and academic procrastination in the final year students, which means that the higher the self-

esteem, the lower the level of academic procrastination. It is because students who have high self-esteem will feel able to face challenges so that they do not delay in completing the thesis. Erma's research (2013) regarding the relationship between self-esteem and academic procrastination among students of the Faculty of Psychology, Muhammadiyah University, Surakarta showed a very significant negative relationship between self-esteem and academic procrastination. The self-esteem of final year students has a contribution of 27.4% to academic procrastination.

The respondent's self-esteem level is in the moderate category (66.7%) and high (33.3%). There were no respondents who had low self-esteem (0%). However, it knew that respondents still carry out academic procrastination with moderate (85.42%) and high levels of academic procrastination (10.42%), while only 4.16% of respondents have low procrastination. This shows that Biology students of 2012, 2013, and 2014 tend to procrastinate when completing their final assignments compared to completing them on time, according to the study period (4 years).

Akinsola, Tella, and Tella (2007) suggest that someone who has low self-esteem tends to procrastinate compared to someone who has high self-esteem. However, someone who has high self-esteem can also procrastinate if the environment is a threat to him to be able to compete for good learning outcomes (Burka & Yuen, 1983). Procrastination can cause a decrease in productivity so that it makes the individual quality is low, the task is not completed, or completed, but the results are not optimal because of being pursued by a deadline (Rantelimbong, 2016).

A low level of self-esteem can also increase an individual's vulnerability to experiencing negative emotional states (Velotti, P., Garofalo, C., Bottazzi, F., & Caretti, V., 2016). Self-esteem can be associated with various emotions and emotional states; it can even relate to mental illnesses such as anxiety and depression. Self-esteem, stress, and emotions are very related constructs and tend to show changes during adolescence because many transitions occur during this time. Given the impact of various social contexts, developing a more comprehensive understanding of the associations between stress, self-esteem, and emotional states may need to be distinguished among various stressful domains (McMahon, Grant, Compas, Thurm, & Ey, 2003). Self-esteem has a powerful and negative relationship associated with a state of depression and anxiety, controlled for the effects of stress so that the role of strong self-protection will have an impact on psychological health, despite experiencing stress (Moksnes, UK, Moljord, IEO, Espnes, GA, & Byrne, DG (2010).

Psychological aspects are more dominant as a reason why someone does procrastination. One of

the psychological problems experienced by each individual is a negative emotional state, namely depression, anxiety, and stress. Based on the research results, it knew that there is a positive relationship between negative emotional state and academic procrastination in the final year students. The higher the level of negative emotional state (depression, anxiety, stress), the higher the academic procrastination. The negative emotional state of final year students has a contribution of 8% to academic procrastination. The negative emotional state level of the respondents is in the normal category (70.83%) and moderate (18.75%). Meanwhile, 10.42% of the respondents were in the weight category.

Martin & Dahlen (2005), in his research, found that negative thoughts can cause adverse emotional reactions in a person. These thoughts are self-blame, blame others, and the environment, rumination, and catastrophe. The four negative thoughts reduce favorable judgment and acceptance of the situation at hand. If negative emotions have contaminated a student, then it will weaken his motivation so that the student becomes inferior, embarrassed, and also not confident in his abilities so that he will tend to procrastinate (Herlambang, 2016). Under conditions of negative emotions, students will tend to procrastinate completing the final project and choose other activities as a form of escape because of the low tolerance for discomfort. Students who have difficulty in completing the final project will also have difficulty tolerating anxiety, so they divert themselves to other fun activities to relieve the discomfort situation.

Students who feel burdened and are not calm in completing their final project will experience stress (Hadiwijaya et al., 2015). Stress is a form of inability to answer a stressor. The results showed that 72.9% of Biology students in the final year of 2012, 2013, and 2014 experienced normal stress, while 27.1% experienced mild to very severe stress. Dwyer & Cummings (2001) explained that students who faced with high-intensity stress would prefer avoidance-focused coping so that they can free themselves from stress quickly, even if not in an extended period. In Fibrianti's research (2009), it knew that stress is a factor that causes students in the Faculty of Psychology, Diponegoro University, to procrastinate or delay as a form of coping with adjusting to situations that are perceived to be stressful. Abramowitz (2012) explains that procrastination did as coping with stress in starting or completing a task that is considered challenging.

Case studies conducted by Henricus in 2016 showed that the thesis could cause stress for students who work on it. Some things that can trigger the stress of students working on their thesis include difficulty in finding a title, boredom in working on their thesis, the time limit of thesis set by the campus; there are other lecture assignments

that must be completed in addition to the thesis so that students must divide their time well, lack of student ability in English to read literature, mental collapse and decline in optimism amid thesis work due to obstacles encountered, lack of desire to try, and thesis viewed negatively as a difficult task that triggers stress (Solih Nst, M., Purwoningsih, E., Gultom, DP, & Fujiati, II, 2018).

Negative stress (distress) can cause students to make academic procrastination in completing the final project. It is in accordance with the research of Maghfiroh (2008) regarding the relationship between distress and academic procrastination in students who are preparing their thesis at Muhammadiyah University of Surakarta that there is a very significant positive relationship between distress and academic procrastination. The higher the distress, the higher the academic procrastination, the lower the distress, the lower the academic procrastination. Zainun in Andarini & Fatma (2013) suggested that negative stress (distress) can make students lazy to do their thesis, lose motivation, delay thesis work until they decide not to finish their thesis.

The results of the study note that 81.25% of final year Biology students (class of 2012, 2013, and 2014) experienced mild to very severe anxiety, while 18.75% experienced normal anxiety. All humans have feelings of anxiety. When experiencing anxiety, the body's system will improve the sympathetic nervous system, causing changes in the body's response (Patimah, Suryani, & Nuraeni, 2015). At a low level, anxiety can make someone more motivated to run something. However, if his anxiety has reached an abnormal level, of course, it will harm the disruption of learning motivation (Nevid in Azrai, E. P., Evriyani, D., & Prastya, A. R., 2018), including motivation to complete the final project immediately. High levels of anxiety cause students to procrastinate in starting thesis work, being slow, and wasting time to relax or do other more enjoyable activities.

Anxiety arises in behavioral indicators such as feeling unable to compile a thesis, fear of making mistakes, and failing when composing a thesis and not confident in the application of science learned in college. The final year students who prepare their thesis experience a tendency to fear the failure, which is to look at the thesis as a difficult task, so there is an excessive fear of failure. Such as work or activities that are considered capable of giving pleasure, and an inadequate task approach, which is a weak approach to tasks that marked by putting down a thesis quickly if they have difficulty closing or turning off the laptop (Aziz, 2013). Excessive anxiety will cause stress and can trigger depression. Depression is a disorder that occurs due to life events that cause prolonged stress (Qonitatin, Widyawati, & Asih, 2011).

The results showed that 58.3% of Biology students at the end of 2012, 2013, and 2014 had normal depression, while 41.7% had mild to very severe depression. In his research, Steel (2007) found a positive correlation between depression and academic procrastination. Besides, a similar study was conducted by Anggawijaya (2013), which showed a positive correlation between depression and academic procrastination. Nevid in Cynthia (2009) explains depression is a period of sadness from time to time, feeling very down, crying, losing interest in various things, difficult to concentrate, hoping bad things will happen, or even consider suicide. Depression can trigger by stress, and this is due to hormonal changes when stress conditions trigger changes in serotonin that cause depression (Solih Nst, M., Purwoningsih, E., Gultom, D. P., & Fujiati, I. I., 2018).

As we mature, life challenges and responsibilities become more complicated, especially as the final semester, students always get questions when graduating, especially when many of their classmate's graduate. The number of tasks and pressures felt by students will affect their physical and mental health. Maybe the symptoms of depression experienced by these students look like ordinary tired. In fact, like an iceberg, they hold a considerable burden that haunts unnoticed. According to the results of a study conducted by the National College Health Assessment in 2014, as many as 33% of students who underwent a survey experienced depression during the past year or so. As a result of this depression, they find it difficult to focus on studying and doing work because they are too worried about the little things that happen in their lives. Another study in 2015 also concluded similar results that 20% of students seeking care and mental counseling related to the pressures they were experiencing in the academic world, even 9% of them claimed to have seriously committed suicide because they could not bear the burden they were experiencing (Carmelita, 2018). The psychologist from the University of Muhammadiyah Malang, Salis Yaniardi, said depression is a motivating factor for people to commit suicide because depressed sufferers lose hope and their minds oscillate. According to Salis, to enter the depressed stage must be through the stress stage. Stress is the main door for someone to enter the stage of depression (Amanda, 2019). Therefore, students need to do good stress coping strategy so that it does not progress to depression.

Based on the research results, it knew that there is a significant negative relationship between self-esteem and negative emotional state, together with academic procrastination at the final year students. It means that the higher the level of self-esteem and negative emotional state, the lower the level of academic procrastination. In this study, the role of self-esteem is more dominant than the

negative emotional state of academic procrastination in final year students. Because final year Biology students have moderate and high self-esteem, students who have high self-esteem will be able to deal with negative emotional states when completing the final project so that students gradually work on their thesis until completion. The contribution of self-esteem and negative emotional state together to the final level of student academic procrastination was 27.4%, while 72.6% was related to other factors not examined in this study.

#### 4. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study it can conclude that there is a significant negative relationship between self-esteem and academic procrastination in final year students, there is a significant positive relationship between negative emotional state and academic procrastination in final-year students, and there is a significant negative relationship between self-esteem and negative emotional state with academic procrastination in final year students.

Based on the conclusions that have obtained, this study implies that students can know self-esteem and overcome negative emotional states to reduce academic procrastination in completing assignments during lectures and final projects (thesis). Based on the conclusions and implications, the suggestions that need to consider for further research are further studies related to other factors that affect academic procrastination in final year students and the need for biopsychological studies so that the instruments used as a measure of self-esteem, negative emotional states, and academic procrastination can be made more specific for research with a sample of Biology students.

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