

**SYSTEMATIC LITERATURE REVIEW TENTANG HUBUNGAN SELF-EFFICACY DAN PROKRASTINASI AKADEMIK PADA MAHASISWA**

**SKRIPSI**

diajukan untuk memenuhi sebagian syarat memperoleh gelar Sarjana Pendidikan dalam bidang keilmuan Bimbingan dan Konseling



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## LEMBAR PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi berjudul “*Systematic literature review* tentang hubungan *self-efficacy* dan prokrastinasi akademik pada mahasiswa” ini berserta seluruh isinya merupakan benar-benar karya saya sendiri. Saya tidak pernah melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku. Atas pernyataan ini, saya siap menanggung resiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau adanya klaim dari pihak lain terhadap keaslian karya saya ini.

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Yang membuat pernyataan,



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## ABSTRAK

**Faadhilaah Nur Rizki. (2022). “Systematic literature review tentang hubungan *self-efficacy* dan prokrastinasi akademik pada mahasiswa”. Program Studi Bimbingan dan Konseling, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia.**

Penelitian ini membahas mengenai kumpulan penelitian jurnal mengenai *self-efficacy* dan prokrastinasi akademik pada mahasiswa. Tujuan penelitian ialah untuk mendeskripsikan temuan penelitian jurnal *self-efficacy* dan prokrastinasi akademik pada mahasiswa serta menganalisis gabungan dari hasil temuan penelitian jurnal *self-efficacy* dan prokrastinasi akademik pada mahasiswa. Metode yang digunakan dalam penelitian ini adalah meta-analisis. Hasil penelitian menunjukkan bahwa hasil analisis dari 57 artikel (1) studi yang dilakukan adalah heterogen yang dapat dilihat berdasarkan *p-value*, (2)  $I^2$  bernilai sebesar 92.935% yang artinya heterogenitas yang dianalisis adalah tinggi, (3) *Random Effect Size* terdapat korelasi negatif yang signifikan antara *self-efficacy* dan prokrastinasi akademik pada mahasiswa, (4) dilihat dari *forest plot*, dapat diamati bahwa hasil *effect size* dari masing-masing studi yang dianalisis bervariasi yang besar *effect size* paling kecil adalah -0,68 dan *effect size* paling besar adalah 0,39., (5) penelitian yang menjadi sampel dalam meta-analisis adalah simetris dan tidak ada potensi terjadinya bias publikasi yang dilihat dari *funnel plot*, (6) nilai *fail-safe N* dari studi meta-analisis yang dilakukan adalah 60963 yang dapat disimpulkan bahwa tidak terdapat masalah bias publikasi pada studi meta-analisis, (7) hasil uji meta-analisis pada penelitian ini memberikan bukti yang mendukung penggunaan *self-efficacy* dan prokrastinasi akademik pada mahasiswa bahwa kumpulan studi mengenai *self-efficacy* dan prokrastinasi akademik bahwa *self-efficacy* mempengaruhi prokrastinasi akademik serta penelitian yang dilakukan tidak memiliki bias publikasi, (8) hubungan negatif signifikan antara *self-efficacy* dan prokrastinasi yang dibuktikan bahwa *self-efficacy* yang rendah adalah alasan utama dalam penundaan atau prokrastinasi akademik dan *self-efficacy* memiliki peran inti dalam prokrastinasi akademik yang menyebabkan banyaknya mahasiswa mengalami penundaan dalam akademik.

Kata kunci: meta-analisis, *self-efficacy*, prokrastinasi akademik

## ABSTRACT

***Faadhilaah Nur Rizki. (2022). "Systematic literature review on the relationship between self-efficacy and academic procrastination in college students". Guidance and Counseling Study Program, Faculty of Education, Indonesia University of Education.***

*This study discusses a collection of journal research self-efficacy and academic procrastination. The purpose of the study was to describe the research findings of self-efficacy and academic procrastination on students and to analyze the combination of the findings of research journals of self-efficacy and academic procrastination on students. The method used in this research is meta-analysis. The results show that the results of the analysis of 57 article are (1) the studies conducted are heterogeneous which can be seen based on the p-value, (2) the value is 92.935%, which means that the heterogeneity analyzed is high, (3) Random Effect Size has a negative correlation. significant difference between self-efficacy and academic procrastination in students, (4) seen from the forest plot, it can be observed that the effect size from each analyzed study vary with the effect size smallest effect size being 0.39., (5) the research sampled in the meta-analysis is symmetrical and there is no potential for publication bias as seen from the funnel plot, (6) the fail-safe N of the meta-analysis study conducted is 60963 which can be concluded that there is no publication bias problem in the meta-analysis study, (7) the results of the meta-analysis in this study provide evidence that supports the use of self-efficacy and academic procrastination on students which shows the final result that a collection of studies on self-efficacy and academic procrastination that self-efficacy affects academic procrastination and research conducted does not have publication bias, (8) significant negative relationship between self-efficacy and procrastination which is proven that self-efficacy is the main reason for academic procrastination or procrastination and self-efficacy has a core role in academic procrastination which causes many students to experience academic delays.*

***Keywords:*** meta-analysis, self-efficacy, academic procrastination

## DAFTAR ISI

<b>LEMBAR PERNYATAAN</b> .....	i
<b>KATA PENGANTAR</b> .....	ii
<b>UCAPAN TERIMA KASIH</b> .....	iii
<b>ABSTRAK</b> .....	iv
<b>ABSTRACT</b> .....	v
<b>DAFTAR ISI</b> .....	vi
<b>DAFTAR TABEL</b> .....	viii
<b>DAFTAR GAMBAR</b> .....	ix
<b>BAB I PENDAHULUAN</b> .....	1
1.1 Latar Belakang .....	1
1.2 Rumusan Masalah .....	5
1.3 Tujuan Penelitian .....	5
1.4 Manfaat Penelitian .....	6
1.5 Struktur Organisasi Skripsi .....	6
<b>BAB II KAJIAN PUSTAKA</b> .....	8
2.1 Kajian Teori .....	8
2.1.1 <i>Self-Efficacy</i> .....	8
2.1.2 <i>Academic Procrastination</i> .....	14
2.1.3 Hubungan <i>Self-Efficacy</i> dengan <i>Academic Procrastination</i> pada Mahasiswa .....	25
2.1.4 Bimbingan dan Konseling di Perguruan Tinggi.....	26
2.2 Penelitian Terdahulu .....	27
2.3 Posisi Teoretis .....	28
2.4 Hipotesis.....	30
<b>BAB III METODE PENELITIAN</b> .....	31
3.1 Desain Penelitian.....	31
3.2 Partisipan.....	33
3.3 Populasi dan Sampel .....	33
3.4 Prosedur Penelitian.....	33
3.5 Analisis Data .....	35
<b>BAB IV TEMUAN DAN PEMBAHASAN</b> .....	58



4.1 Temuan.....	58
4.1.1 Temuan Penelitian Jurnal <i>Self-Efficacy</i> dan <i>Academic Procrastination</i> pada Mahasiswa.....	58
4.1.2 Gabungan Hasil Temuan Penelitian Jurnal <i>Self-Efficacy</i> dan <i>Academic Procrastination</i> pada Mahasiswa.....	66
4.2 Pembahasan Temuan Penelitian.....	71
4.3 Keterbatasan Penelitian.....	84
4.4 <i>Future Research</i> .....	85
<b>BAB V SIMPULAN DAN REKOMENDASI.....</b>	<b>86</b>
5.1 Simpulan.....	86
5.2 Rekomendasi.....	86
<b>DAFTAR PUSTAKA.....</b>	<b>89</b>
<b>LAMPIRAN.....</b>	<b>112</b>

## DAFTAR TABEL

3.1 Hasil Screen for Inclusion .....	40
3.2 Karakteristik Data Penelitian.....	50
3.3 Hasil Coding Effect Size.....	53
4.1 Kumpulan Studi <i>Self-Efficacy</i> dan <i>Academic Procrastination</i> pada Mahasiswa..	59
4.2 Uji Heterogenitas.....	66
4.3 Residual Heterogeneity Estimates.....	66
4.4 Summary Effect/Mean Effect Size.....	67
4.5 Rank Correlation Test For Funnel Plot .....	70
4.6 Egger's Test.....	70
4.7 File Drawer Analysis .....	71

## DAFTAR GAMBAR

2.1 Kerangka Pemikiran.....	30
3.1 Flowchart of Studies.....	38
3.2 Penerbitan Penelitian <i>Self-Efficacy</i> dan <i>Academic Procrastination</i> Berdasarkan Tahun.....	39
4.1 Forest Plot.....	68
4.2 Funnel Plot.....	69

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