

**LITERATURE REVIEW: THE INFLUENCE OF PEER CONFORMITY
ON ACADEMIC PROCRASTINATION AMONG INDONESIAN
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Abstract: This study is a literature review of 18 scientific sources, primarily from the Indonesian educational context, that examine the relationship between peer conformity and academic procrastination in Indonesian students. The results of the analysis show that conformity, as a form of social influence that encourages individuals to adjust to the values, norms, and behaviors of the group for social acceptance, has three main aspects: cohesiveness, agreement, and obedience. Meanwhile, academic procrastination is understood as the deliberate and repeated postponement of tasks that negatively impacts student achievement and well-being, involving behavioral and psychological aspects. The levels of peer conformity and academic procrastination among students are generally moderate, influenced by age, social context, and educational environment. A total of 84% of the literature shows a positive and significant influence of conformity on procrastination, while 16% state that it has no effect, indicating that other psychosocial factors need to be further examined.

Keywords: academic procrastination; peer conformity; social influence

INTRODUCTION

Education is a major pillar in improving the quality of human resources and advancing a nation. In Indonesia, the formal education process takes place in stages, starting from elementary school, junior high school, senior high school, and college. Students, as the main subjects of education, are expected to develop their full potential, both cognitively and affectively, to compete in a challenging era of globalization. However, in practice, various problems arise in the educational environment that can affect the success of the learning process, including academic procrastination.

Academic procrastination is defined as an individual's tendency to deliberately delay the completion of academic tasks despite being aware of the negative consequences of such behavior (Ferrari, 2010; Ramadhani, 2016). This behavior often leads to lower learning outcomes, hinders academic achievement, and causes feelings of guilt, stress, and reduced self-confidence (Burka & Yuen, 2008).

Various studies show that academic procrastination is a global phenomenon. In the United States, for example, 70–95% of students are reported to delay completing academic tasks (Klassen et al., 2007). In Indonesia, research by Wulandari, Umaroh, and Mariskha (2020) found that more than 50% of students showed moderate levels of procrastination, while the rest were in the high category. This data confirms that academic procrastination has become a serious problem that warrants attention in education.

One factor that influences high levels of academic procrastination is peer conformity. Conformity is defined as an individual's tendency to change their attitudes, opinions, or behavior to conform to group norms or social expectations (Sears, 2009; Rakhmat, 2012). During adolescence to early adulthood, peer influence becomes more dominant as parental control decreases (Bateman, 2003). When the majority of group members delay tasks, other individuals often follow suit to avoid social rejection and maintain group solidarity (Anindita, 2021).

Empirical research supports the relationship between peer conformity and academic procrastination. Jannah and Muis (2014) found that students influenced by peers tend to delay completing academic tasks. Similar findings were reported by Sulaiman, Sulistiyana, and Makaria (2022), who found that peer conformity significantly contributes to academic procrastination among junior high school students. This means that the higher the level of conformity, the greater the tendency for students to delay academic tasks. This phenomenon shows that academic procrastination is influenced not only by internal factors such as motivation and time management, but also by external factors, such as peer social pressure.

Based on preliminary studies that reviewed a number of previous research results, it is known that the influence of conformity on academic procrastination behavior has been widely studied at various levels of education, from junior high school to college. However, to date, no study has compiled a systematic, integrated literature review of the influence of peer conformity on students' academic procrastination. Therefore, further research is needed to collect and critically evaluate relevant findings to reduce the risk of bias and to compile a comprehensive scientific synthesis as a basis for a complete understanding.

One methodological approach suitable for this purpose is a literature review, which systematically identifies, examines, and synthesizes scientific sources in a particular field of study. The use of this method is considered appropriate because it accommodates two main objectives: first, to deepen the researcher's understanding of previous studies; and second, to present scientific review results that can enrich scientific knowledge and provide theoretical and practical contributions to other parties.

Based on the issues described above, a study entitled "Literature Review: The Influence of Peer Conformity on Academic Procrastination among Students" is needed to systematically compile a theoretical and empirical synthesis of the relationship between peer conformity and academic procrastination in the context of education.

METHOD

This research method uses a qualitative approach with a literature review design, which involves reading, critically reviewing, and understanding various scientific literature

sources to obtain data relevant to the study's focus. The literature review approach aims to analyze and synthesize existing knowledge on the topic under study, while identifying research gaps that can serve as a basis for further study. More specifically, Okoli and Schabram (2010) argue that literature reviews have three main objectives, namely: (1) to provide a solid theoretical foundation for the research to be conducted, (2) to thoroughly evaluate the breadth and depth of previous studies on the same topic, and (3) to answer practical questions based on an understanding of the findings from previous studies.

In compiling a literature review, several systematic steps should be followed to ensure the review is focused and valid. Berg and Lune (2009) argue that the systematic writing of a literature review includes the following stages:

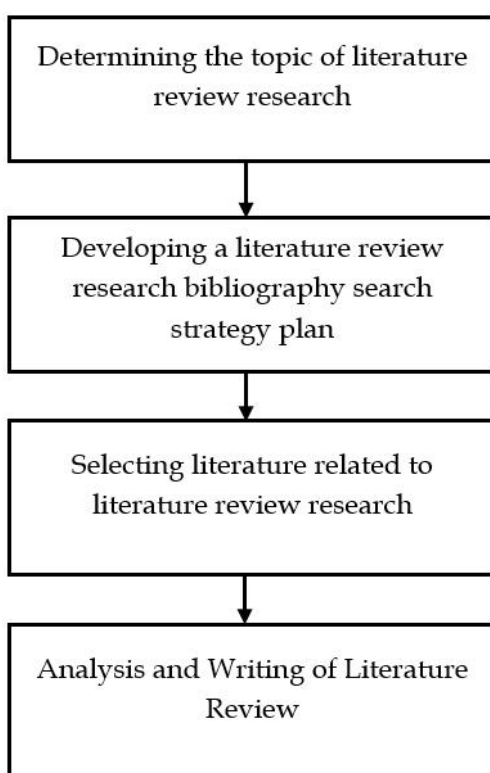


Figure 1. Steps in a Literature Review
Source: Berg and Lune (2009)

Determining the *Review* Topic

This study examines the influence of peer conformity on academic procrastination among students. This topic was chosen because of the importance of understanding social dynamics among adolescents, particularly how peer pressure can influence academic procrastination.

This topic was chosen to better understand the relationship between external social factors and academic procrastination behavior. Until now, studies on procrastination have tended to focus on intrapersonal factors such as self-efficacy, time management, and

emotion regulation. In fact, interpersonal aspects such as peer influence play a significant role in shaping students' academic behavior. Through a systematic literature review, this study aims to identify patterns in the relationships between peer conformity and academic procrastination tendencies, while addressing the limited research on this topic.

Furthermore, the results of this study are expected to contribute theoretically to the development of a social-based procrastination behavior model, as well as serve as a reference for educational practitioners in designing interventions that consider students' social and learning environment factors. Given the increasing intensity of social interaction through digital media, understanding the dynamics of peer conformity is becoming increasingly relevant in addressing educational challenges.

Literature Search

During data collection, the researchers used the keywords "Peer Conformity" and "Academic Procrastination" to identify relevant literature. The data sources used came from several scientific databases, namely Google Scholar, Crossref, and PubMed. The researchers prioritized scientific articles published in the last five years, namely from 2020 to 2025, to ensure that the studies used were up-to-date and relevant to current research developments. The results of the literature search for this literature review are shown in Table 1 below.

Table 1. Literature Search Results

Search Keywords	Search Engine	Number of Articles
"Konformitas Teman Sebaya"	<i>Google Scholar</i>	84
"Peer Conformity"	Pubmed	316
"Prokrastinasi Akademik"	Crossref	398
"Academic Procrastination"	Pubmed	249
"Pengaruh Konformitas Teman Sebaya"	Google Scholar	76
"The Influence of Peer Conformity"	Crossref	388
"Konformitas Teman Sebaya" AND "Prokrastinasi Akademik"	Crossref	1000
"Konformitas Teman Sebaya"	Google Scholar	84

Based on the keywords used, 1,725 articles were obtained from various academic sources. However, after screening articles for relevance to the study's focus, only 45 addressed peer conformity and academic procrastination among students. The results of the literature review are shown in Table 2 below.

Table 2. Literature Search Results

Year	Title	Author
2025	<i>The Influence of Self-Efficacy and Peer Conformity on Academic Procrastination among Students at Private SMK in Nganjuk</i>	Ananda Indria Yulianti, Eko Hardi Ansyah
2025	Pengaruh Regulasi Diri dan Konformitas Teman Sebaya Terhadap Prokrastinasi Akademik dengan <i>Smartphone Addiction</i> sebagai Variabel <i>Intervening</i>	Ivanier Nadaa Nabila, L. Rini Sugiarti, Erwin Erlangga
2025	Hubungan Antara Dukungan Sosial Teman Sebaya dengan Prokrastinasi Akademik pada Mahasiswa	Salahudin Liputo, Muhammad Mursyid,

Year	Title	Author
	Perantau Papua di Universitas Gorontalo	Opiler Yanengga
2025	Bimbingan Teman Sebaya dengan Pendekatan Konseling Realitas dalam Mengurangi Perilaku Prokrastinasi Akademik Siswa SMP	Arsya Anggrini Huan, Ezra Tari, Gusti Yohanis Sette
2025	Pengaruh Konformitas Teman Sebaya dan Minat Karir terhadap Pengambilan Keputusan Memilih Program Studi Pendidikan Akuntansi	Chanifah Rahmania, Susilaningih, Elvia Ivada
2024	Pengaruh Konformitas Teman Sebaya dan Manajemen Waktu terhadap Prokrastinasi Akademik Pada Siswa di SMK Bina Karya 1 Karawang	Nopa Krisdayanti, Nur Ainy Sadjah, Yulyanti Minarsih
2024	Pengaruh Konformitas terhadap Prokrastinasi Akademik Mahasiswa di Universitas Negeri Makassar	Raodahtun Qori Azzahra, M. Ahkam Alwi
2024	Pengaruh Intensitas Bermain Game Online, Konformitas Teman Sebaya, dan Regulasi Diri Terhadap Prokrastinasi Akademik Siswa di Sma Negeri 7 Surakarta	Azka Fikriyyah , Dewi Kusuma Wardani
2024	Pengaruh <i>Self Regulated Learning</i> dan Konformitas Teman Sebaya Terhadap Prokrastinasi Akademik Serta Implikasinya terhadap Prestasi Belajar Siswa pada Mata Pelajaran Ekonomi	Ane Mulyani, Ade Rustian, Ai Nur Solihat
2024	Pengaruh Konsep Diri dan Dukungan Sosial Teman Sebaya terhadap Prokrastinasi Akademik Mahasiswa yang Kuliah Sambil Bekerja dengan Kecemasan Akademik sebagai Variabel Intervening	Aimay Adhine Setyahandayani, Rini Sugiarti
2024	<i>Influence Self Control and Peer Social Support on The Academic Procrastination of SMA Ma'arif NU Pandaan</i>	Neneng Amelia Ningsih, Eko Hardi Ansyah
2024	Dukungan Teman Sebaya dan Prokrastinasi Akademik pada Siswa Kelas XI Antartika 2	Ainur Niza Ayu Widyanti, Ririn Dewanti Dian Samudera Indriani
2024	Efektivitas Konseling Teknik Assertive Training dalam Mereduksi Perilaku Konformitas pada Kelompok Teman Sebaya	Himsonadi Himsonadi, M. Zuhdi Zainul Majdi
2023	<i>Conscientiousness</i> dan Dukungan Sosial Teman Sebaya Terhadap Prokrastinasi Akademik Mahasiswa Jurusan Sistem Komputer	Isna Asyri Syahrina, Alif Muarifah
2023	Konformitas Teman Sebaya Dan Intensitas Penggunaan Media Sosial Terhadap Perilaku Bullying	Ibnu Mahmudi, Silvia Yula Wardani
2023	Pengaruh Intensitas Penggunaan Media Sosial, Dukungan Orang Tua, dan Konformitas Teman Sebaya terhadap Prokrastinasi Akademik dalam Penyelesaian Skripsi Mahasiswa	Fiki Rohana, Kristiani, Dewi Kusuma Wardani
2023	Konformitas Teman Sebaya dengan Prokrastinasi Akademik pada Siswa di SMP di Surabaya	Ilham Yusril R, Firsty Oktaria G, Ardianti Agustin
2023	Pengaruh Regulasi Diri, Konformitas dan Adiksi Internet Terhadap Prokrastinasi Akademik	Janati Piddiani, Yoni Hermawan, Rendra Gumila
2023	Hubungan Efikasi Diri, Konformitas Teman Sebaya dan Dukungan Sosial Dengan Prokrastinasi	Siti Shalma Fitriah

Year	Title	Author
	Publiser	
	Akademik Mahasiswa dalam Penulisan Skripsi	
2023	Peran Regulasi Diri dan Konformitas Teman Sebaya dengan Prokrastinasi Akademik Mahasiswa Universitas Muria Kudus	Eka Safa'ati, Moh. Ibraisim Halim, Zulfia Iliyati
2023	Dampak Konformitas Teman Sebaya terhadap Motivasi Belajar Dan Prestasi Akademik Siswa	Bismil Selvia, Farhan Julianto, Festy Azkia Fais, Mega Mustika
2023	Pengaruh Konformitas Teman Sebaya terhadap Perilaku Vandalisme Siswa Kelas VIII SMP Negeri 1 Demak	Josephin Gabriella Krisnanta, Yari Dwikurnaningsih, Tritjahjo Danny Soesilo
2023	Peran Teman Sebaya dalam Prokrastinasi Akademik Mahasiswa PPKn dan Upaya Lulus Tepat Waktu	Fatimahtuz Zahra Asy Sopha, Muhammad Mona lAdha, Rohman Rohman
2023	<i>Peer Conformity in Terms of Gender</i>	Muthia Febio Anjori, Daharnis Daharnis
2022	Pengaruh Konformitas Teman Sebaya terhadap Perilaku Prosocial Siswa Kelas X	Wulan Dhari, Wiwik KUSDARYANI, Farikha Wahyu Lestari
2022	Pengaruh Teman Sebaya terhadap Perilaku Peserta Didik	Dr. Nufiar, M. Ag
2022	Pengaruh Dukungan Teman Sosial Sebaya terhadap Prokrastinasi Akademik Mahasiswa Program Studi Psikologi UNIMA	Giovanni Soben, Deetje J. Solang, Dewo A. N. Narosaputra
2022	Pengaruh Konformitas Sebaya terhadap Prokrastinasi Pengerjaan Skripsi Mahasiswa	Putri Fachriani Sjamsuar, Harifuddin, Mustari Lamada
2022	Pengaruh Teman Sebaya Terhadap Prokrastinasi Akademik Siswa Smk Swasta Tunas Pelita Binjai.	Lina Martiana, Azizah Batubara, Sri Ulina Beru Ginting, Risma Dina
2022	Regulasi Diri dan Konformitas terhadap Prokrastinasi Akademik	Lisna Wati
2022	Regulasi Diri Dan Konformitas Teman Sebaya Terhadap Prokrastinasi Akademik Siswa Kelas VIII SMP Negeri 25 Banjarmasin	Muhammad Agus Sulaiman, Sulistiyana, Eklys Cheseda Makaria
2022	Hubungan Konformitas Teman Sebaya dengan Prokrastinasi Akademik Siswa di Era <i>New Normal</i>	Nila Frischa Panzola, Taufik Taufik
2022	Pengaruh <i>Self-Regulated Learning</i> , Lingkungan Teman Sebaya, Dan <i>Task Aversiveness</i> terhadap Prokrastinasi Akademik Pada Mahasiswas1 Program Studi Kependidikan 2018 Fakultas Ekonomi Universitas Negeri Jakarta	Allafannisa Maghfiro, Ati Sumiati, Sri Zulaihati
2022	Pengaruh Konformitas Teman Sebaya terhadap Prokrastinasi Akademik Siswa Di SMP Negeri 1 Muaro Jambi	Siti Ike Mujiati
2022	Pengaruh Konformitas Teman Sebaya dan Self Esteem pada Remaja di Kota Manado	Michella M. K. Najooan, Melkian Naharia, Stevi B. Sengkey
2022	Perilaku Konformitas Pada Teman Sebaya dan	Muhammad Rizqi

Year	Title	Author
	Pengaruhnya terhadap Tingkat Penerimaan Diri Santri Putri di Sekolah Multipesantren	Auqaqi Akrom, Aprilia Mega Rosdiana
2022	<i>Conformity and Influence in Groups</i>	Robert H. Gass, John S. Seiter
2021	Konformitas dan Prokrastinasi Akademik pada Mahasiswa	Fitriyani Nasution, Muhamad Uyun, Seri Erlita
2021	Hubungan antara Konformitas Teman Sebaya, Konsep Diri terhadap Prokrastinasi Akademik Siswa Smpn 6 Palopo	Hasbia Kaso
2021	Kontrol Diri, Dukungan Sosial Teman Sebaya dan Prokrastinasi Akademik pada Mahasiswa Tingkat Akhir	Rizky Septyan Rachmawan, Dewi Mahastuti, Andi Maulida Rahmania
2020	Efektivitas Model Konseling Teman Sebaya untuk Mengurangi Perilaku Prokrastinasi Akademik pada Mahasiswa	Rusnawati Ellis, Neleke Huliselan, Rahmat Fitrah Tuasikal
2020	Peran Konformitas Teman Sebaya dan Dukungan Sosial Orangtua terhadap Prokrastinasi Akademik Mahasiswa Program Studi Sarjana Psikologi Fakultas Kedokteran Universitas Udayana	Made Ardhy Dharma Krisnadhi dan Luh Kadek Pande Ary Susilawati
2020	Pengaruh Konformitas Teman Sebaya terhadap Prokrastinasi Akademik Mahasiswa Psikologi Universitas Islam Negeri Maulana Malik Ibrahim Malang Angkatan 2020	Muhammad Yogi Anggoro
2020	Hubungan Konformitas dengan Prokrastinasi Akademik pada Mahasiswa di Kota Makassar	Trisnawaty, Noorrayda
2020	Pengaruh konformitas teman sebaya dengan prokrastinasi akademik pada siswa di SMA Al-ulum terpadu Medan	Anindita Maghfira Putri

Literature Selection

In the process of collecting literature, researchers need to decide which studies are worthy of inclusion in the literature review. To ensure a systematic and transparent selection process, researchers develop clear selection criteria as a reference for determining each study's eligibility. These criteria serve as boundaries, ensuring the selected literature is relevant and aligned with the established focus and research questions. The literature screening process is presented in Figure 2.

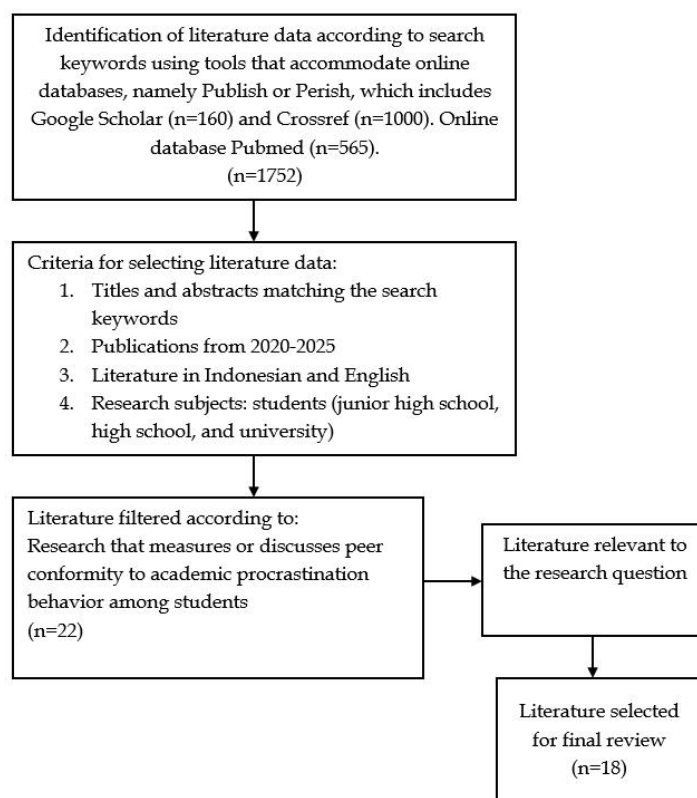


Figure 2. Literature Screening Process

After the screening process, 18 pieces of literature were selected for review. The list of literature used in this *literature review* is presented in Table 3 below.

Table 3. Literature Used

Year	Title	Author
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2025	Pengaruh Regulasi Diri dan Konformitas Teman Sebaya Terhadap Prokrastinasi Akademik Dengan <i>Smartphone Addiction</i> Sebagai Variabel <i>Intervening</i>	Ivaniar Nadaa Nabila, L. Rini Sugiarti, Erwin Erlangga
2024	Pengaruh Konformitas Teman Sebaya dan Manajemen Waktu Terhadap Prokrastinasi Akademik Pada Siswa di SMK Bina Karya 1 Karawang	Nopa Krisdayanti, Nur Ainy Sadjah, Yulyanti Minarsih
2024	Pengaruh Konformitas terhadap Prokrastinasi Akademik Mahasiswa di Universitas Negeri Makassar	Raodahtun Qori Azzahra, M. Ahkam Alwi
2024	Pengaruh Intensitas Bermain Game Online, Konformitas Teman Sebaya, Dan Regulasi Diri Terhadap Prokrastinasi Akademik Siswa Di Sma Negeri 7 Surakarta	Azka Fikriyyah , Dewi Kusuma Wardani
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2023	Pengaruh Intensitas Penggunaan Media Sosial, Dukungan Orang Tua, dan Konformitas Teman Sebaya terhadap Prokrastinasi Akademik Dalam Penyelesaian Skripsi Mahasiswa	Fiki Rohana, Kristiani, Dewi Kusuma Wardani
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2022	Regulasi Diri dan Konformitas Terhadap Prokrastinasi Akademik	Lisna Wati
2022	Regulasi Diri Dan Konformitas Teman Sebaya Terhadap Prokrastinasi Akademik Siswa Kelas Viii Smp Negeri 25 Banjarmasin	Muhammad Agus Sulaiman, Sulistiyana, Eklyes Cheseda Makaria
2022	Pengaruh Konformitas Teman Sebaya Terhadap Prokrastinasi Akademik Siswa Di Smp Negeri 1 Muaro Jambi	SITI IKE MUJIATI
2021	Konformitas dan Prokrastinasi Akademik pada Mahasiswa	Fitriyani Nasution, Muhamad Uyun, Seri Erlita
2020	Peran konformitas teman sebaya dan dukungan sosial orangtua terhadap prokrastinasi akademik mahasiswa Program Studi Sarjana Psikologi Fakultas Kedokteran Universitas Udayana	Made Ardhy Dharma Krisnadhni dan Luh Kadek Pande Ary Susilawati
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Analysis Literature

Data analysis in this study was conducted using *content analysis* as described by Titscher, Stefan et al. (2009). This method was applied after all data had been collected, with the aim of identifying, interpreting, and drawing conclusions from the meaning contained in the analyzed text. Content analysis is an appropriate approach to use when the available data is

mostly in the form of written documentation, such as scientific articles, as explained by Hamzah (2022). Through this technique, researchers examine and understand the contents of selected journals, thereby obtaining data that is systematic, current, factual, and descriptive in nature in accordance with the focus of the study. This technique also allows researchers to draw logical and structured conclusions based on the content and context of the analyzed literature

RESULT AND DISCUSSION

Definition of Peer Conformity

Based on 18 literature sources, a peer group is a group of individuals who share similarities in age, behavior patterns, and interests. These groups tend to be unstructured and temporary because they are formed spontaneously. In the context of psychosocial development, adolescents have a strong need for conformity within their peer group to gain social acceptance and build their identity. Peer conformity is one of the most prominent psychosocial phenomena in individual development, especially during adolescence. This term refers to the tendency of individuals, especially adolescents, to adjust their attitudes, behaviors, values, and norms to align with what their peer group believes and does. In this context, peers are groups of individuals who share similar ages, interests, and habits, which usually form spontaneously and tend to be temporary. This group serves as an important forum for adolescents to interact socially and form their identity, but it can also be a source of social pressure that encourages conformity.

Conformity in the context of peer relationships can be understood as a form of social influence in which individuals, consciously or unconsciously, change their attitudes, beliefs, or behavior to align with prevailing group standards. These changes are usually made in order to be accepted, appreciated, and not excluded by the group. Some literature suggests that conformity is a form of adjustment to a group's dominant social norms, and that failing to conform can result in social sanctions, including rejection, exclusion, or even verbal and nonverbal pressure from group members.

In the context of education, peer conformity often arises when students feel pressure to follow their peers' behavior or lifestyle, whether in dress, speech, activities, or important decisions such as participation in learning activities or involvement in deviant behavior. Conformity based on social pressure can have positive or negative effects, depending on the values and norms that develop within the group. If the prevailing norms are constructive, such as enthusiasm for learning or prosocial behavior, then conformity can reinforce positive individual development. However, if the norms embraced by the group encourage deviant or negative behavior, such as academic procrastination, substance abuse, or violence, then conformity becomes a threat to individual psychological and social development.

Some experts say that conformity is a form of social control that directs individuals to imitate the ideas, values, and behaviors of their group. In this process, peer pressure plays a major role in shaping individual beliefs and behaviors. Conformity also reflects the complex dynamics between environmental factors, peer pressure, and personal motivation to be accepted into a social group. Often, the desire to be accepted or the fear of rejection is the

main driver behind a teenager's conformist behavior. Peer conformity is not only a response to external social pressure, but also a manifestation of the internal need to feel part of a group. This process occurs because of a psychological urge to maintain social harmony and strengthen group identity. Several studies state that individuals who are unable to fit in with their group are at risk of experiencing social alienation or psychological stress, thus strengthening their tendency to follow the group.

Therefore, in many cases, adolescents will exhibit imitative behavior, conform, or even change their personal principles to align with their peer group's expectations. Overall, from the 18 pieces of literature analyzed, it can be concluded that peer conformity is a strong form of social influence in an individual's life, especially during adolescence, when individuals strive to conform to the values, norms, and behaviors of their peer group. This conformity emerges as a form of self-adjustment to group pressure to achieve social acceptance and maintain group identity, ultimately shaping behavior, mindset, and personality development in adolescents.

Aspects of Peer Conformity

Based on 18 pieces of literature that have been analyzed, aspects of peer conformity can be approached from various theories and approaches. One piece of literature uses Wiggins' theory, which classifies conformity into two main aspects, namely *willingness and change*. The aspect of willingness refers to an individual's willingness to follow the group's opinion, while the aspect of change indicates behavioral adjustment to the agreement reached within the group. These two aspects describe internal motivation and individual behavioral responses to social pressure from peers. In addition to Wiggins' theory, the theory of conformity that is very often used as a reference in social psychology and education research is the theory of Sears, Freedman, and Peplau. There are 15 of the 18 pieces of literature that use the theory of Sears, Freedman, and Peplau. According to them, peer conformity can be measured through three main aspects, namely group *cohesiveness*, group *agreement*, and *obedience* to the group. Group cohesiveness refers to the emotional closeness and solidarity between group members, where the higher the level of cohesiveness, the greater the urge to conform to the group. Group agreement refers to mutual agreement on certain values and norms, which, when agreed upon by the majority of members, will trigger pressure for all members to comply with the agreement. Meanwhile, obedience refers to an individual's compliance with explicit instructions or norms from the group, even though this may conflict with the individual's personal views.

Meanwhile, 1 literature using Mehrabian and Stefl's (1995) theory identifies aspects of conformity as: the desire to imitate the group, joining the group to avoid conflict, and following the group's behavior because one believes that the group's behavior is the most correct. These aspects confirm the existence of a strong internal drive within individuals to be part of a social group as a form of adaptation to the dominant social environment. One piece of literature using Elizabeth B. Hurlock's theory emphasizes the need to be accepted, the fulfillment of group expectations, and social pressure, adding emotional and social norm dimensions to group adaptation.

In the practice of measuring peer conformity, out of 18 pieces of literature reviewed, most studies use scales or questionnaires based on Sears' theory, which emphasizes the aspects of cohesiveness, agreement, and obedience as the main indicators. This scale is considered capable of comprehensively representing the dimensions of conformity, as it covers affective, cognitive, and behavioral aspects in peer social relationships. When examined in depth, it reflects the complex social processes in which individuals interact, adapt, and form their social identities in the dynamics of peer groups. Some researchers have even developed additional indicators such as behavior of following group opinions, social pressure, other individuals' perceptions of oneself, and individual characteristics within the group, to provide a more detailed picture of the form and level of conformity that occurs. Based on a review of 18 literature sources, it can be concluded that the aspect of peer conformity is an important indicator in understanding the extent to which individuals adapt to the pressures and social norms that apply in their group.

Definition of Academic Procrastination

Based on 18 sources of literature, academic procrastination is a psychological phenomenon that is often found in the world of education, especially among students. This term refers to an individual's tendency to deliberately and repeatedly delay the completion of academic tasks that have clear deadlines. This delay is not caused by ignorance of the tasks that must be done, but rather by a conscious decision to procrastinate, even though the individual realizes that this action will have negative consequences, such as anxiety, stress, or a decline in academic performance.

According to a number of literature sources, academic procrastination is defined as a form of active delay in completing formal tasks directly related to academic obligations, such as writing papers, completing homework, studying for exams, or even starting a thesis or final project. This delay is often done by replacing academic activities with other activities that are considered more enjoyable or less demanding, such as watching movies, playing on social media, or chatting with friends. In many cases, individuals only start working on tasks at the last minute before *the deadline*, which ultimately results in suboptimal work quality.

The phenomenon of academic procrastination occurs due to a contradiction between intention and action. This means that even though someone has the intention to complete a task well and on time, the actual action taken is the opposite, namely postponing the work. This contradiction is often influenced by various internal and external factors, including anxiety, fear of failure, perfectionism, lack of motivation, low self-confidence, and a tendency to seek short-term comfort rather than endure the discomfort of academic demands. In some cases, procrastination is triggered by habits or mindsets that have been ingrained for a long time, making it difficult to change without proper intervention.

In addition, academic procrastination can also be seen as a form of avoidance of tasks that are perceived as difficult, boring, or emotionally stressful. In this case, individuals choose to engage in other activities that are irrelevant but feel more enjoyable or emotionally satisfying as a defense mechanism to avoid discomfort. Unfortunately, this strategy is often

counterproductive because it does not solve the core problem and instead creates new pressure due to the increasingly limited time to complete the task.

In an academic context, procrastination has a significant impact on the quality of learning and a person's academic achievement. Students who are accustomed to postponing tasks often have difficulty managing their time, miss out on optimal learning opportunities, and experience greater emotional pressure as the deadline approaches. This delay can also result in suboptimal work because it is done in a hurry or without careful planning. Some literature also mentions that repeated procrastination can reduce concentration, cause guilt, and even trigger academic anxiety disorders.

Based on various definitions and views from experts, it can be concluded that academic procrastination is a form of deliberate delay in completing educational tasks, which is done repeatedly, for certain reasons, and often has negative consequences. This procrastination reflects a gap between an individual's intentions and actual behavior in completing their academic responsibilities, which ultimately impacts academic performance, psychological well-being, and overall learning success.

Aspects of Academic Procrastination

Based on 18 sources of literature, a review of the aspects of academic procrastination examined in the study shows that this behavior is influenced by various factors. Analysis of these sources reveals that academic procrastination can be grouped into two main categories: behavioral and psychological.

1. Behavioral Aspects of Academic Procrastination

Most studies emphasize behavioral aspects, particularly those related to delaying and avoiding tasks. These aspects include:

- a. **Delaying the Start and Completion of Tasks.** This is the most dominant aspect found in the literature. It is described by Ferrari et al. (1995), Fauziah, and McCloskey & Scielzo. This form of behavior is characterized by delays in starting or completing academic tasks despite understanding the deadlines.
- b. **Delay or slowness.** A total of 16 studies emphasize delay or slowness as part of the academic procrastination dimension. This includes situations in which tasks are completed beyond the deadline or deliberately delayed, even in the absence of external obstacles. This is mentioned by Ferrari et al., Milgram et al., and in the scale developed by Fauziah.
- c. **The gap between plans and actual performance (*Intention-Action Gap*).** This aspect appears in 15 literature sources, indicating that the discrepancy between planning and task execution is a strong indicator of procrastination behavior. Individuals intend to complete a task, but their actual performance does not reflect their commitment to the plan. This is emphasized by Ferrari et al., Fauziah, and Solomon & Rothblum.
- d. **Engaging in More Enjoyable Activities.** A total of 16 literature sources mention the tendency to engage in more enjoyable alternative activities as an important aspect of procrastination. This shows that shifting attention from academic tasks to activities that provide instant gratification is a characteristic of academic procrastination. Identified by Ferrari et al., Fauziah, and Milgram et al.

2. Psychological Aspects of Academic Procrastination

In addition to behavior, procrastination is influenced by psychological factors that hinder a person from completing their academic tasks. Several psychological aspects mentioned in the literature are:

a. Perceived Time

This aspect is raised by four pieces of literature, particularly by Ferrari and Stell. Individuals with a poor sense of time often underestimate task duration, making them prone to procrastination.

b. Perceived Ability (Belief in One's Own Abilities)

A total of 4 sources in the literature mention this aspect. Anxiety experienced when procrastinating or approaching a deadline is an emotional manifestation of procrastination. This aspect is explained by Solomon & Rothblum and Ferrari et al.

c. Emotional Distress (Anxiety or Emotional Discomfort)

A total of 4 literature sources mention this aspect. Anxiety experienced when procrastinating or approaching a deadline is an emotional manifestation of procrastination. This aspect is explained by Solomon & Rothblum and Ferrari et al.

d. Distraction or Attention Disturbance

A total of 3 literature sources (including McCloskey & Scielzo and Milgram et al.) highlight distraction as one aspect of procrastination. Easily distracted attention causes a person to fail to complete tasks on time.

e. Lack of Personal Initiative and Laziness

McCloskey and Scielzo (2015) add that weak personal initiative and laziness are common causes of procrastination. These aspects appear in 2 literature reviews.

Based on a review of 18 pieces of literature, it can be concluded that academic procrastination is a complex behavior involving behavioral aspects (delay, slowness, plan-performance gap, substitution activities) and psychological aspects (self-confidence, time perception, anxiety, perfectionism, attention disorders). Ferrari et al.'s (1995) theory is the most dominant reference in measuring aspects of academic procrastination, with 15 studies adopting this approach. This theory was then further developed by a number of researchers, including Solomon & Rothblum (used in 1 literature) who added emotional dimensions such as evaluative anxiety and perfectionism; Fauziah (1 literature) who adapted the basic aspects of Ferrari in a local context; and McCloskey & Scielzo (1 literature) who expanded it by including psychological elements such as perceptions of self-efficacy, attention disorders, and time management. A comprehensive understanding of these aspects is very important in intervention efforts to reduce procrastination behavior, both through behavioral and cognitive approaches.

Levels of Peer Conformity among Students

Based on a review of 18 literature sources, variations in peer conformity can be categorized into three main levels: high, medium, and low. The classification results show a relatively balanced distribution, with the majority falling into the medium category.

First, the high category was found in 5 pieces of literature (28%) with conformity percentages ranging from 71.4% to 86.3%. These studies were generally conducted with students at the junior high school and college levels, where high conformity was demonstrated through behavior that aligned with the majority of the group across various contexts, including academic and non-academic activities. One finding noted that high conformity was more prevalent among male students, with a 76% rate, indicating differences in conformity patterns by gender. The high level of conformity in this group may indicate strong social bonds, but it can also lead to the adoption of negative behaviors if group norms are not aligned with educational goals.

Second, the moderate category was recorded in 7 studies (39%) with percentages ranging from 54.17% to 70%. This category reflects a moderate tendency to conform to peer groups. Individuals at this level can adapt to group norms while maintaining some autonomy in decision-making. These findings indicate that a moderate level of conformity can balance the need for social acceptance with the ability to think critically about group influence.

Third, the low category was found in 6 studies (33%) with a range of 7.2% to 52.5%. Low levels of conformity generally indicate a tendency toward greater independence, stronger opinions, and greater resistance to social pressure. However, low conformity can also reduce social involvement and hinder integration in group work, especially in learning environments that require collaboration.

Overall, the review of these 18 studies shows that peer conformity among students tends to fall in the moderate range, with some cases showing high levels and others low. This variation can be explained by differences in demographic factors (age, gender), educational institution characteristics (high school, college), and the indicators used to measure conformity. A deep understanding of this variation is important for designing educational intervention strategies that can direct peer group influence in a positive direction, thereby strengthening adaptive academic behavior while minimizing the risk of negative behaviors such as academic procrastination.

Levels of Academic Procrastination Among Students

Based on a review of 18 literature sources, describing the level of academic procrastination among students found that the tendency to delay academic tasks showed quite diverse levels, although the majority fell into the moderate category. Academic procrastination, defined as the delay in starting or completing planned academic tasks, is an important variable that can affect students' learning achievement and time management.

Of the analyzed literature, 13 studies (72%) identified moderate levels of academic procrastination, with percentages ranging from 37.6% to 76.7%. This data shows that most respondents have a moderate tendency to procrastinate, which, although not yet at an alarming level, could reduce learning effectiveness if it persists. Meanwhile, 4 studies (22%)

reported high levels of academic procrastination, with percentages above 70% or research descriptions explicitly stating high tendencies. These findings indicate that a group of respondents exhibits quite serious procrastination behaviors, which can directly affect academic achievement, study completion, and the quality of learning outcomes. Meanwhile, 1 study (6%) showed relatively low levels of academic procrastination, with a percentage below 30–35%.

These findings confirm that although most studies find moderate or high levels of procrastination, a small group of students still demonstrates strong time management and academic discipline. In general, this literature synthesis indicates that academic procrastination among students tends to fall in the moderate range, with variations influenced by factors such as educational level, assignment type (daily or final), and individual characteristics. Therefore, efforts to reduce academic procrastination need to focus primarily on groups that exhibit high levels of delaying behavior in order to improve the productivity and academic success of college and school students.

The Influence of Peer Conformity on Students' Academic Procrastination

Based on an in-depth review of 18 sources on the influence of peer conformity on academic procrastination, it was found that peer conformity is an important variable that can significantly contribute to an individual's tendency to delay the completion of academic tasks. Peer conformity in this context is the tendency for individuals to adjust their attitudes, behaviors, and decisions to the norms or pressures of their peer social group. In many cases, this adjustment can have a direct impact on academic behavior, either by increasing the tendency to procrastinate or by decreasing study discipline.

Analysis of the data reported by each study shows that the extent of peer conformity's contribution to academic procrastination varies significantly. Most studies found a positive, significant relationship: the higher the level of conformity to peer groups, the greater the academic procrastination exhibited by students. This phenomenon supports the social influence theory framework, which asserts that individual behavior is often shaped by group norms and pressures, even when such conformity is detrimental to academic performance.

Based on 18 pieces of literature analyzed, 15 (84%) reported a significant influence of peer conformity on academic procrastination. The magnitude of the influence varied from low (0.8%) to high (19.04%), with most falling in the moderate range (5%–14.99%). The majority of relationships were positive, indicating that higher levels of conformity were associated with a greater tendency to delay academic tasks. Several studies also found a negative relationship, meaning that conformity to pro-discipline group norms can reduce procrastination.

Although the majority of studies reported an influence, 3 (16%) reported that conformity had no significant influence on academic procrastination. In these studies, statistical test results, such as t-values below the t-table cutoff or significance values greater than 0.05, were used to reject the hypothesis of an influence. Although the majority of findings support the hypothesis of a positive relationship, several studies also find a

negative relationship. This means that in certain contexts, a high level of conformity can actually reduce the tendency to procrastinate academically, for example, when peer group norms are positive and supportive of study discipline. These findings indicate that conformity's influence is not absolute but depends on the values, norms, and interaction dynamics within the group.

Thus, this synthesis of the literature emphasizes that peer conformity is a significant social factor in shaping academic procrastination behavior, but its strength and direction can be influenced by other variables, such as self-regulation, intrinsic motivation, and social support from family and learning environments. The variation in the results of this study also opens up space for further study to understand how the interaction of these factors can moderate the relationship between conformity and academic procrastination.

CONCLUSION

Based on the research results and discussion presented above, the following conclusions can be drawn:

1. Based on a review of 18 literature sources, it is argued that peer conformity is a strong form of social influence in an individual's life, especially during adolescence, when individuals seek to conform to the values, norms, and behaviors of their peer group.
2. Based on a review of 18 literature sources, it can be concluded that aspects of peer conformity are important components in understanding the social and psychological dynamics of individuals, especially during adolescence and in the context of education. Most studies used the theories of Sears, Freedman, and Peplau (15 of 18 literature sources), while 1 used Wiggins' theory. One literature source used Mehrabian & Steffl's theory, and one used Hurlock's theory.
3. Based on the results of the review of 18 literature, it can be concluded that academic procrastination is a form of deliberate delay in educational tasks, which is done repeatedly, for certain reasons, and often has negative consequences.
4. Based on the results of the review of 18 literature, it can be concluded that academic procrastination is a complex behavior that includes behavioral and psychological aspects. Ferrari et al.'s (1995) theory is the main reference in measuring academic procrastination, used in 15 of the 18 literature reviews, Solomon & Rothblum (1 literature review) added emotional dimensions such as evaluative anxiety and perfectionism; Fauziah (1 literature) adapted it to the local context; and McCloskey & Scielzo (1 literature) emphasized psychological aspects such as self-perceived ability, attention disorders, and time management.
5. Based on an analysis of 18 literature, it can be concluded that the level of peer conformity among students and university students shows that the level of peer conformity tends to be in the moderate category, with the following distribution: 5 literature shows high conformity, 7 literature in the moderate category, and 6 literature in the low category.
6. Based on an analysis of 18 literature sources, it can be concluded that the level of academic procrastination among students and university students is mostly in the

moderate category, with the following distribution: 4 literature sources show high procrastination, 13 literature sources show moderate procrastination, and 1 literature source shows low procrastination.

7. Based on the analysis of 18 literature, it can be concluded that peer conformity has a significant effect on academic procrastination, as shown by 84% of the research, namely 15 literature, which states that there is a positive relationship between the two variables. This indicates that the higher an individual's conformity to their peer group, the greater the tendency to delay academic tasks. However, approximately 16% of the studies (3 studies) show that conformity has no significant effect on procrastination, suggesting that other factors also play an important role in academic behavior.

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