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Unraveling Academic Procrastination: The Roles of Self-Efficacy, Online Game Addiction, and Peer Conformity in University Students

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Abstract

Many university students struggle with academic procrastination, with approximately 52% regularly delaying or neglecting academic responsibilities. This study employed a quantitative approach to examine how self-efficacy, online game addiction, and peer conformity jointly influence academic procrastination among university students. The sample comprised 214 students from a State Islamic University in Banten, aged 18–21, who engaged in online gaming for more than four hours daily. Data were collected using validated psychological scales, including the Procrastination Assessment Scale–Student (PASS), General Self-Efficacy Scale (GSE), Game Addiction Scale for Adolescents (GASA), and a peer conformity scale. Confirmatory Factor Analysis (CFA) and multiple regression analysis were used to assess construct validity and test hypotheses. The results revealed that the three predictor variables explained 19.0% of the variance in academic procrastination, but only the "problems" dimension of online game addiction showed a significant positive effect. Self-efficacy and peer conformity did not significantly predict procrastination. This study offers a novel contribution by integrating internal and external predictors into a single explanatory model and examining them within the culturally specific context of Muslim university students. The findings underscore the importance of addressing behavioral disruptions—especially problematic gaming—rather than relying solely on enhancing self-efficacy or modifying peer norms. These insights can inform targeted intervention programs to help students manage academic responsibilities more effectively and reduce maladaptive gaming habits.

INTRODUCTION

Assignments are a standard part of education, intended to teach students responsibility and expand their knowledge (Hidayati & Aulia, 2019). However, a growing concern among students today is the tendency to delay or avoid completing assignments—a behavior known as academic procrastination (Nitami et al., 2015). This issue is also prevalent among Muslim students, despite Islamic teachings that emphasize the importance of not delaying work or obligations. Nonetheless, studies have shown that many Muslim students continue to engage in academic procrastination. Procrastination

refers to the tendency to postpone tasks without valid reasons, even when individuals are aware that the tasks should be completed. This delay often leads to discomfort and anxiety due to failure to meet expected deadlines (Özberk & Türk Kurtça, 2022).

Numerous studies have reported high rates of academic procrastination in various countries. In India, 61.3% of students experience procrastination (Gohain et al., 2021); in Israel, 74.48% admit to postponing academic tasks (Shaked & College, 2022); and in Malaysia, 52.7% are classified as highly procrastinating students (Sulaiman & Hassan, 2019). Similar patterns are observed in Indonesia, where 73.2% of students at the East Kalimantan Ministry of Health Polytechnic exhibit academic procrastination (Rahmah, 2018), and 70% of Counseling students at Ahmad Dahlan University report high levels of procrastination (Muyana, 2018). Although some studies have shown a decline in academic procrastination (Nurfathin, 2024), this study found an increase, with 12.1% of students falling into the high procrastination category.

This issue also emerges in a State Islamic University in Banten. Research by Dluha (2016) found that 52.3% of students exhibited high levels of academic procrastination. Similar findings were reported by Fida (2020), with 52.2%, and Indrianingrum (2020), with 51.1% of psychology students classified as high procrastinators. These findings indicate that academic procrastination remains a significant issue in academic settings, particularly among students at this institution. Therefore, greater attention is needed to address this persistent problem.

Chronic procrastination can have adverse consequences (Bakri, 2021). Ferrari et al. (1998) emphasized that academic procrastination lowers academic performance and negatively affects both physical and mental health (Suhadianto & Pratitis, 2020). The impact extends across affective (e.g., fear, anxiety, discomfort, depression, dissatisfaction), cognitive (e.g., rumination, feelings of failure), behavioral (e.g., late submission, lack of motivation), physical (e.g., fatigue, insomnia), moral (e.g., cheating, plagiarism), academic (e.g., poor grades, task accumulation), and interpersonal domains (e.g., criticism, social isolation) (Suhadianto & Pratitis, 2020). Steel and Ferrari (2013) further noted that procrastination affects not only the individual but also others, including teachers, who may become frustrated by students' habitual delays (Suhadianto & Ananta, 2022).

Several internal and external factors contribute to procrastination. One internal factor is self-efficacy, defined as an individual's belief in their ability to perform specific tasks (Rachmawati et al., 2021). Students with high self-efficacy are more likely to complete assignments effectively, as they trust in their capabilities (Syapira et al., 2022).

Research by Rahmadina et al. (2020) found that self-efficacy negatively correlates with academic procrastination, accounting for 80% of the variance—suggesting that lower self-efficacy leads to higher procrastination. Conversely, Usman and Fitrianingsih (2020) reported a positive relationship, where higher self-efficacy was

associated with increased procrastination. These conflicting findings prompt further investigation into how self-efficacy affects academic procrastination. Moreover, self-efficacy is considered essential in preventing procrastination (Syapira et al., 2022). For example, students with strong self-efficacy are more confident in completing tasks, thereby reducing procrastination.

In addition to self-efficacy, online game addiction is another influential factor. Students often prefer engaging in more enjoyable activities, such as gaming, over completing academic tasks (Sabella et al., 2021). According to Lemmens et al. (2009), online game addiction involves excessive gaming that leads to social and emotional difficulties (Putri et al., 2023). Individuals are considered addicted if they play games for over 20 hours a week or more than four hours a day (Anggraini et al., 2022). Multiple studies have demonstrated that online game addiction significantly contributes to academic procrastination (Putri et al., 2023; Syahrin & Ardi, 2020), suggesting a positive correlation between addiction levels and procrastination.

A survey by Databoks.co ranks Indonesia third globally in terms of gamer population (Dihni, 2022). Furthermore, the 2023 Internet Penetration & Behavior Survey by APJII found that 42.23% of Indonesian gamers play for more than four hours daily (Muhammad, 2023). These trends underscore the importance of examining the role of online game addiction in academic procrastination, an area that remains underexplored.

Among external factors, peer conformity also plays a significant role. Peer conformity involves adapting one's behavior to align with peer group expectations (Arfah et al., 2022). According to Avico and Mujidin (2014), students who procrastinate tend to synchronize their behavior with friends—for instance, delaying assignments if their peers are also not working on them (Sjamsuar et al., 2022).

Faozi and Muslikah (2022) found that peer conformity and self-regulation collectively contribute 60.5% to academic procrastination. Other studies have shown a significant positive relationship between peer conformity and procrastination, indicating that higher peer conformity correlates with increased procrastination (Sjamsuar et al., 2022). When peer groups discourage academic effort, students may delay assignments to maintain group acceptance. However, Krisnadhi and Susilawati (2019) reported an insignificant negative relationship between these variables. Given the strong influence of peers in academic environments, further research is warranted to examine the impact of peer conformity on procrastination.

Despite growing scholarly interest in academic procrastination, existing studies tend to examine self-efficacy, online game addiction, and peer conformity in isolation, with limited integrative analysis exploring how these variables jointly influence procrastination behavior. Moreover, while some research has explored academic procrastination among general student populations, few studies have focused specifically on Muslim university students, whose behavioral dynamics may be shaped

by cultural, religious, and institutional contexts. The inconsistency in findings—such as the contradictory effects of self-efficacy on procrastination (Rahmadina et al., 2020; Usman & Fitrianingsih, 2020)—further highlights the need for a nuanced investigation that accounts for both internal (self-efficacy) and external (online gaming and peer conformity) factors. Additionally, research examining the role of online game addiction remains scarce, despite Indonesia's rapidly growing gamer demographic (Muhammad, 2023). This study aims to address these gaps by examining the combined effects of self-efficacy, online game addiction, and peer conformity on academic procrastination among students at a State Islamic University, thereby contributing to a more comprehensive understanding of the psychological and social mechanisms underlying procrastination in culturally specific academic settings.

METHOD

Participants

The sample consisted of 214 active undergraduate students (both male and female), aged 18–21, from a State Islamic University in Banten, Indonesia, who played online games for more than four hours daily. A non-probability purposive sampling technique was used to recruit participants. This study employed a quantitative research design. All procedures followed ethical research standards and were approved by the appropriate institutional ethics committee.

Instruments and Data Analysis

Data analysis was conducted using Confirmatory Factor Analysis (CFA) with LISREL software for instrument validation and multiple regression analysis with SPSS for hypothesis testing.

Academic procrastination was measured using the Procrastination Assessment Scale–Student (PASS). The CFA results showed that, after 55 modifications, the instrument achieved a good model fit: $\chi^2(72) = 91.51$, $p = .06017$, RMSEA = .036. Of the 18 items, six (items 3, 6, 9, 12, 15, and 18) were found to be insignificant and were excluded from subsequent analyses.

Self-efficacy was assessed using the General Self-Efficacy Scale (GSE). The CFA results, following 10 model modifications, indicated a satisfactory fit: $\chi^2(25) = 34.05$, $p = .10691$, RMSEA = .041. All items in the GSE were found to be significant and retained for analysis.

Online game addiction was measured using the Game Addiction Scale for Adolescents (GASA), while peer conformity was assessed using a Conformity Scale. Both instruments were adapted into Indonesian and used a Likert-type response format. The number of items, response scale ranges, and psychometric properties were clearly defined. Validity and reliability testing were conducted for all instruments.

The CFA was used to assess construct validity, and multiple regression analysis was conducted using SPSS 24.0 to test hypotheses. This allowed the researchers to

determine the contribution of each independent variable—self-efficacy, online game addiction dimensions, and peer conformity types—to academic procrastination.

RESULTS

Score classification was conducted to categorize participants' levels of academic procrastination into low, medium, and high groups. The classification and percentage distribution are presented in Table 1.

Table 1

Categorization of Academic Procrastination Scores

Category	Frequency	Percentage (%)
High	26	12.1%
Medium	151	70.6%
Low	37	17.3%

Table 1 shows that the majority of students (70.6%) fall into the moderate procrastination category, followed by 17.3% in the low category and 12.1% in the high category.

Descriptive statistics, including the mean and standard deviation for all study variables, are summarized in Table 2.

Table 2

Descriptive Statistics of Research Variables

	N	Min	Max	M	SD
Academic Procrastination	214	28.22	69.38	50.00	9.10
Self-efficacy	214	10.75	66.43	50.00	9.46
Salience	214	35.44	71.74	50.00	9.15
Tolerance	214	34.95	69.99	50.00	9.24
Mood Modification	214	31.21	66.81	50.00	9.28
Withdrawal	214	40.98	80.66	50.00	9.40
Relapse	214	39.00	75.66	50.00	9.11
Conflict	214	40.83	77.27	50.00	9.18
Problems	214	37.19	72.41	50.00	8.62
Informational Influence	214	38.39	79.40	50.00	9.01
Normative Influence	214	32.30	76.31	50.00	9.09

The results indicate that all variables have means close to 50 and relatively similar standard deviations, suggesting moderate levels across the sample.

Hypothesis testing was conducted using multiple regression analysis with SPSS 24.0 to determine the effects of each independent variable (IV) on the dependent variable (DV), academic procrastination. Three key outputs were used for interpretation: the R-

squared value (to assess overall model fit), significance levels (to determine whether each IV contributes meaningfully), and regression coefficients (to evaluate each IV's effect direction and strength).

Table 3

Model Summary Regression Analysis

Model	R	R^2	Adjusted R^2	Standard Error
1	.436[a]	.190	.150	8.38979

As shown in Table 3, the R^2 value is .190, indicating that 19.0% of the variance in academic procrastination is explained by the combined effects of self-efficacy, online game addiction, and peer conformity. The remaining 81.0% of variance is attributable to other factors not examined in this study.

Table 4

ANOVA Summary of Regression Model

	Source	Sum of Squares	df	Mean Square	F	Sig
1	Regression	3357.951	10	335.795	4.771	.000[b]
	Residual	14288.888	203	70.389		
	Total	17646.839	213			

Note. DV = Academic Procrastination. Predictors include: Self-Efficacy, Salience, Tolerance, Mood Modification, Withdrawal, Relapse, Conflict, Problems, Informational Influence, Normative Influence.

Table 4 shows that the regression model is statistically significant, $F(10, 203) = 4.77$, $p < .001$, indicating that the set of independent variables as a whole significantly predicts academic procrastination.

DISCUSSION

This study was conducted in response to the high levels of academic procrastination observed among students at a State Islamic University in Indonesia. Prior research by Dluha (2016) and Fida (2020) found that over half of students fell into the high procrastination category, with percentages of 52.3% and 52.2%, respectively. This study found that 12.1% of students fall into the high procrastination category, a slight increase compared to Nurfathin (2024), who reported 11% in the same category. Although this reflects a marginal rise, it suggests that academic procrastination remains a persistent and relevant issue in the current academic setting. High levels of procrastination have serious implications, as they can affect various domains of student functioning, including affective, cognitive, behavioral, academic, and interpersonal aspects (Suhadianto & Pratitis, 2020).

The findings of this study confirmed that the ten independent variables, representing aspects of self-efficacy, online game addiction, and peer conformity, jointly exert a statistically significant influence on academic procrastination, explaining 19.0% of its variance. However,

only one variable—the "problems" dimension of online game addiction—was found to have a significant effect. This result suggests that the tendency to delay academic tasks may be most strongly associated with the extent to which online gaming disrupts personal, academic, or social functioning.

These results directly address the research gap identified in the literature, where self-efficacy, online game addiction, and peer conformity have often been studied independently. By analyzing these factors in an integrated model, the current study provides a more comprehensive understanding of the predictors of academic procrastination. This model also accounts for both internal (self-efficacy) and external (digital behavior and social norms) influences, offering a balanced and theoretically grounded framework. The finding that only the "problems" dimension of game addiction significantly contributes to procrastination behavior aligns with prior work that emphasizes how online distractions interfere with students' ability to manage their time and meet academic expectations (Sakina et al., 2022; Putri et al., 2023).

Self-efficacy was not found to have a significant effect on academic procrastination, despite contributing 1.5% of the variance. This outcome contradicts findings by Hernández et al. (2020), who reported a significant negative relationship between self-efficacy and procrastination, but supports the results of Ashraf et al. (2023), who found no significant effect. These mixed findings suggest that self-efficacy may be a necessary but insufficient condition for reducing procrastination. Students may believe in their abilities but still fail to act effectively due to contextual, behavioral, or motivational challenges. This interpretation aligns with Damri et al. (2017), who argued that self-efficacy must be accompanied by practical implementation and favorable environmental support.

Notably, this study was conducted in a Muslim university context, where students are expected to internalize religious values that discourage procrastination. However, the persistence of procrastination behavior—even in this environment—highlights the complexity of behavioral change and suggests a possible disconnection between values and academic habits. It may also indicate that institutional culture and religious expectations alone are insufficient to counteract the strong allure of digital distractions or peer norms. This underscores the importance of viewing procrastination not just as an individual failing, but as a behavior shaped by multiple, interacting factors.

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Peer conformity, including both informational and normative dimensions, also did not

significantly predict academic procrastination. This result is consistent with research by Cinthia and Kustanti (2017), which found that university students can make academic decisions independently of their peer groups. Students in the 18–21 age range may operate with greater personal autonomy and may be more focused on individual academic and career goals, as suggested by Papalia et al. (2008). Therefore, while peer influence remains relevant in adolescence, its effect may diminish as students enter early adulthood.

The absence of significant effects from other dimensions of online game addiction may be due to students' ability to balance academic and recreational activities. When not engaged in gaming, they may still participate in other productive or socially meaningful activities, such as academic discussions or campus events (Hartinah et al., 2019). This may explain why other dimensions—such as salience or withdrawal—did not translate into procrastination behaviors, despite high game usage.

Taken together, these findings indicate that academic procrastination is influenced more by behavioral disruptions, such as problematic gaming, than by internal beliefs or social pressures. This distinction is important for practitioners and educators who seek to design interventions. Rather than focusing solely on boosting self-efficacy or reducing peer conformity, greater emphasis should be placed on helping students manage their digital habits—particularly those that interfere with academic functioning.

In conclusion, this study contributes to the literature by offering an integrated model that examines the combined effects of self-efficacy, online game addiction, and peer conformity on academic procrastination. While only one factor—problematic gaming—was found to have a significant predictive effect, the study provides valuable insights into how different psychological and behavioral dimensions interact to influence academic delay. Furthermore, by situating the research within a Muslim university context, the findings underscore the need to adapt intervention strategies to cultural and institutional environments. Interventions that incorporate value-based motivation, time management training, and behavioral regulation may be more effective in addressing procrastination in similar academic populations.

CONCLUSION

Based on the results of the analysis, this study found that 12.1% of students were categorized as high procrastinators, 70.6% as moderate, and 17.3% as low. In addition, the results demonstrated a statistically significant combined influence of self-efficacy, online game addiction (across its dimensions), and peer conformity (informational and normative) on academic procrastination. These independent variables explained 19.0% of the variance in procrastination behavior, indicating a modest but meaningful contribution.

However, regression analysis revealed that only one variable—the "problems" dimension of online game addiction—had a significant positive effect on academic procrastination. This suggests that the extent to which online gaming causes functional

impairments, such as neglecting responsibilities or disrupting daily routines, plays a critical role in students' tendency to delay academic tasks. In contrast, self-efficacy and other dimensions of game addiction and peer conformity did not significantly predict procrastination, despite theoretical relevance.

These findings support the study's objective of addressing a key gap in the literature by analyzing self-efficacy, game addiction, and peer conformity in an integrated model. While previous research often explored these variables separately, the present study offers a more comprehensive understanding of how internal and external factors interact to influence academic procrastination, particularly within the context of a Muslim university.

This study contributes practical insights for educational institutions and mental health practitioners. Interventions targeting academic procrastination should prioritize reducing problematic gaming behavior, especially when it interferes with academic functioning. Additionally, although self-efficacy and peer influence were not found to be significant predictors, they should not be entirely disregarded. Programs that combine behavioral regulation, time management training, and culturally aligned motivational strategies may offer the most effective solutions.

Future research should consider broader sampling across faculties and game-use durations to increase generalizability. It is also recommended that researchers explore potential moderating or mediating factors—such as emotional regulation, family background, or institutional support—that may explain why some theoretically significant variables did not show statistical effects in this context.

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