

# Intensi untuk Prokrastinasi Tugas Kuliah dengan Persepsi Kerentanan terhadap Tekanan Teman Sebaya: Penerapan Teori Perilaku Terencana = Intention to Procrastinate on Academic Assignment with Perceiving Susceptibility of Peer Pressure: An Application of The Theory of Planned Behavior

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## Abstrak

Studi ini meneliti hubungan antara intensi untuk prokrastinasi tugas kuliah dengan pemahaman kerentanan terhadap tekanan teman sebaya, serta dengan faktor-faktor dari teori perilaku terencana. Studi ini menggunakan kuesioner untuk mengumpulkan data, empat bagian dari kuesioner menggunakan item dari Ajzen (2006) teori perilaku terencana yaitu Sikap, Norma Subjektif, Persepsi Kendali Perilaku, dan Intensi. Kerentanan terhadap tekanan dari teman sebaya diukur menggunakan item yang diadaptasi oleh Sim & Koh (2003). Dari data, terlihat bahwa ada hubungan positif antara intensi untuk prokrastinasi tugas kuliah dengan sikap dan persepsi kendali perilaku. Sementara itu, intensi untuk prokrastinasi menunjukkan hubungan negatif dengan persepsi kerentanan terhadap tekanan teman sebaya. Namun, tidak ditemukan bahwa intensi untuk prokrastinasi tugas kuliah berkaitan dengan norma subjektif. Kesimpulannya, ada beberapa faktor yang dapat mempengaruhi intensi untuk prokrastinasi tugas kuliah, yaitu sikap, persepsi kendali perilaku, dan persepsi kerentanan terhadap tekanan dari teman sebaya.

This study examined the relationship of intention to procrastinate on academic assignment at university with perceiving susceptibility to peer pressure and also with the factors from the theory of planned behavior. The study used a questionnaire to collect the data, four sections of the questionnaire were using the items from Ajzen's (2006) theory of planned behavior which are Attitudes, Subjective Norm, Perceived Behavioral Control, and Intentions. Susceptibility to peer pressure was measured using the items that were adapted by Sim & Koh (2003). From the data, it shows that there is a positive relationship between the intention to procrastinate on academic assignment with attitudes and perceived behavioral control. On the other hand, the intention to procrastinate is negatively associated with perceived susceptibility of peer pressure. However, it is not found that the intention to procrastinate on academic assignments were associated with subjective norms. In conclusion, there are several factors that can influence the intention to procrastinate on academic assignment, which are attitudes, perceived behavioral control, and perceived susceptibility of peer pressure.