

Factors Influencing Academic Procrastination during Research Proposal Seminar among Final-Year English Language Education Students

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Abstract

Academic procrastination remains a persistent challenge in higher education, often delaying students' graduation requirements. Although many studies examine procrastination in thesis writing, limited attention has been given to research proposal seminars among final-year students. This study aims to identify the level of academic procrastination and its dominant contributing factors among final-year students of the English Language Education Program at Universitas Tanjungpura. Using a descriptive quantitative design, data were collected from purposively selected cohorts of 2018, 2019, and 2020 through the Procrastination Assessment Scale for Students (PASS) and analyzed using descriptive statistics. The results reveal a moderate level of academic procrastination, particularly in completing research proposals, with decision-making difficulties, poor time management, evaluation anxiety, low self-confidence, and perfectionism as the most influential factors. These findings highlight academic procrastination as a complex self-regulation problem that hinders student achievement and requires targeted strategies to enhance motivation and improve time management.

Keywords: Academic procrastination, research proposal, seminar examination, final-year students

Abstrak

Penundaan akademik tetap menjadi tantangan yang persisten di pendidikan tinggi, seringkali menunda persyaratan kelulusan mahasiswa. Meskipun banyak studi mengkaji penundaan dalam penulisan tesis, perhatian yang terbatas diberikan pada seminar proposal penelitian di kalangan mahasiswa tingkat akhir. Studi ini bertujuan untuk mengidentifikasi tingkat penundaan akademik dan faktor-faktor dominan yang berkontribusi di kalangan mahasiswa tingkat akhir Program Pendidikan Bahasa Inggris di Universitas Tanjungpura. Menggunakan desain kuantitatif deskriptif, data dikumpulkan dari kelompok terpilih secara purposif dari angkatan 2018, 2019, dan 2020 melalui Skala Penilaian Penundaan untuk Mahasiswa (PASS) dan dianalisis menggunakan statistik deskriptif. Hasil penelitian menunjukkan tingkat penundaan akademik yang moderat, terutama dalam menyelesaikan proposal penelitian, dengan kesulitan pengambilan keputusan, manajemen waktu yang buruk, kecemasan evaluasi, kepercayaan diri yang rendah, dan perfeksionisme sebagai faktor yang paling berpengaruh. Temuan ini menyoroti penundaan akademik sebagai masalah regulasi diri yang kompleks yang menghambat prestasi mahasiswa dan memerlukan strategi yang ditargetkan untuk meningkatkan motivasi dan memperbaiki manajemen waktu.

Kata Kunci: Penundaan akademik, proposal penelitian, ujian seminar, mahasiswa tingkat akhir

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INTRODUCTION

Empirical studies have identified several dominant causes of academic procrastination among university students. Gohain and Gogoi (2021) reported that evaluation anxiety and decision-making difficulties frequently contribute to delays in completing academic tasks. Also, Suyadi et al. (2020) found that psychological factors, particularly self-management and motivation, play a major role in students' difficulties during proposal writing. In the context of English language education, Wirajaya et al. (2020) highlighted the

importance of self-efficacy and time management, whereas Pravita and Kuswandono (2022) emphasized self-regulation and help-seeking behaviors in thesis completion. These studies demonstrate that academic procrastination is influenced by multiple psychological and behavioral factors; however, they differ in terms of research context, participants, and theoretical emphasis.

Despite these findings, most previous studies have focused on thesis writing or academic procrastination in general university contexts. Only a limited number of studies have examined procrastination during the research proposal seminar stage, which represents an important transition between proposal preparation and full thesis research. Moreover, earlier studies tend to investigate selected factors such as motivation, self-efficacy, or time management, rather than examining the comprehensive set of factors proposed in the Procrastination Assessment Scale for Students (PASS). Consequently, there is still limited evidence regarding which factors are most influential among final-year English Language Education students during the proposal seminar process.

To address this gap, the present study investigates the level of academic procrastination and identifies the dominant contributing factors among final-year English Language Education students at Universitas Tanjungpura by employing the PASS framework developed by Solomon and Rothblum. Unlike previous studies that focused on particular aspects of procrastination or broader thesis-writing contexts, this study examines all thirteen PASS dimensions within the specific context of research proposal seminars. Therefore, the study contributes empirical evidence concerning the psychological and behavioral factors underlying procrastination among final-year English Language Education students and provides insights that may support the development of targeted interventions to promote timely degree completion.

Procrastination

Procrastination, derived from the Latin *pro* (“forward”) and *crastinus* (“of tomorrow”), refers to the voluntary delay of intended tasks despite foreseeing negative consequences (Steel, 2007). It is not merely poor time management but a complex self-regulation failure characterized by indecision, avoidance, and emotional discomfort. While a short, strategic delay can sometimes help individuals prioritize urgent tasks, chronic procrastination is maladaptive and often linked to stress, low performance, and feelings of guilt (Ferrari, J. R., 1995).

Academic Procrastination

Academic procrastination is a specific form of procrastination occurring in educational contexts and is defined as postponing academic tasks such as assignments, exam preparation, or thesis writing despite expecting adverse consequences (Panda & Singh, 2022). It is considered a failure of self-regulation where students cannot convert intentions into action (Ferrari, J. R., 1995). Final-year students are particularly vulnerable because they must make complex decisions regarding research design, data collection, and presentation while balancing *other* academic responsibilities and, in some cases, part-time work.

Factors Influencing Academic Procrastination

Solomon and Rothblum (1984), Procrastination Assessment Scale for Students (PASS) identifies thirteen factors that contribute to academic procrastination: evaluation anxiety, perfectionism, decision-making difficulty, dependency and help-seeking, task aversiveness, lack of self-confidence, laziness, lack of assertion, fear of success, feeling overwhelmed and poor time management, rebellion against control, risk-taking, and peer influence.

Empirical studies have found that among these, decision-making difficulty, feeling overwhelmed and poor time management, evaluation anxiety, lack of self-confidence, and perfectionism are the most dominant reasons students delay academic tasks (Gohain & Gogoi 2021; Pravita & Kuswandono, 2022; Suyadi et al., 2020). Students in English language education programs may experience additional challenges, including language proficiency issues and fear of making errors during presentations, which can further increase procrastination tendencies (Haris et al., 2023; Wirajaya et al., 2020). Although numerous studies have examined academic procrastination in general university contexts, relatively few have focused specifically on the research proposal seminar, a critical stage where students must demonstrate both written academic skills and oral defense abilities (Rastri et al., 2023). This stage is particularly demanding for English Language Education students, who must also meet high standards of linguistic accuracy and communication skills.

To address this gap, the present study investigates the level and dominant factors of academic procrastination among final-year English Language Education students at Universitas Tanjungpura using the PASS framework. By identifying the most significant causes of procrastination, this study aims to inform targeted interventions such as time-management training, decision-making workshops, and counselling to reduce anxiety, ultimately supporting students to complete their degrees on time.

METHOD

This study employed a descriptive quantitative design to identify the level and the dominant factors that influence academic procrastination among final-year students of the English Language Education Program at Universitas Tanjungpura. A descriptive approach was selected because it allows researchers to systematically identify and explain existing conditions without manipulating variables. The study focused on measuring students' academic procrastination during the research proposal seminar stage by analyzing responses to a standardized questionnaire (Creswell, 2012).

Respondents

The population consisted of final-year undergraduate students enrolled in semesters nine to fourteen in the English Language Education Program during the 2024/2025 academic year. The total population included 48 students from the 2018, 2019, and 2020 cohorts.

Table 1. Total of Population per Batch

No.	Scale Range	Explanation
1.	2018	4
2.	2019	22
3.	2020	22
	Total	48

However, after accounting for inactive students, the final population was reduced to 38. From this group, 30 students voluntarily participated in the study by completing the questionnaire. A purposive sampling technique was used, targeting students who had exceeded the four-year graduation timeline and were still in the process of completing or preparing for their research proposal seminar. This sampling ensured that participants possessed direct experience with proposal-writing activities, which is essential for measuring academic procrastination.

Instruments

The data were collected using a closed-ended questionnaire adapted from the Procrastination Assessment Scale for Students (PASS), originally developed by Solomon and Rothblum. The instrument consisted of 20 items representing 13 psychological and behavioral factors contributing to academic procrastination, including evaluation anxiety, perfectionism, difficulty making decisions, dependency and help-seeking, and poor time management. The original PASS items were adapted to fit the context of research proposal seminars among final-year students in the English Language Education Program at Universitas Tanjungpura. Items were rated on a four-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). Prior to administration, the questionnaire items were reviewed to ensure their relevance and clarity in measuring academic procrastination in the context of research proposal seminars. The revised instrument was then distributed to the participants, and its internal consistency was examined using Cronbach's alpha coefficient.

Table 2. Likert Four-Point Scale Range Interpretation (Nee & Yunus, 2020)

Point	Scale Range	Explanation
4	4.00 – 3.00	Strongly Agree
3	2.99 – 2.00	Agree
2	1.99 – 1.00	Disagree
1	1.00 - 0.99	Strongly Disagree

The questionnaire was distributed online via Google Forms to ensure accessibility and confidentiality. Prior to full deployment, a pilot test was conducted to assess the instrument’s validity and reliability. Results indicated that 20 items were valid, and the overall reliability coefficient (Cronbach’s Alpha) was 0.88, which indicates a high level of internal consistency.

Table 3 Specification of Questionnaire Items for Academic Procrastination

No.	Factors Contributing to Academic Procrastination	Item Numbers	Total Items
1.	Evaluation anxiety	1	1
2.	Perfectionism	20	1
3.	Difficulty making decisions	4, 5	2
4.	Dependency and help-seeking	2, 3	2
5.	Task aversiveness	10, 11	2
6.	Lack of self-confidence	9	1
7.	Laziness	16, 17	2
8.	Lack of assertion	7	1
9.	Fear of success	14, 15	2
10.	Feeling overwhelmed and poor time management	6	1
11.	Rebellion against control	8	1
12.	Risk-taking	12, 13	2
13.	Peer influence	18, 19	2
Total			20 Questions

Procedures

The study was conducted through several stages. First, the researcher identified the research problem and reviewed relevant literature on academic procrastination. Second, the PASS questionnaire was adapted to fit the context of research proposal seminars and underwent the necessary validation procedures. Third, participants were selected based on predetermined criteria, and the questionnaire was administered to collect the data. Finally, the collected data were analyzed using descriptive statistics to determine the level of academic procrastination and identify the dominant contributing factors. The overall research procedures are illustrated in Figure 1.

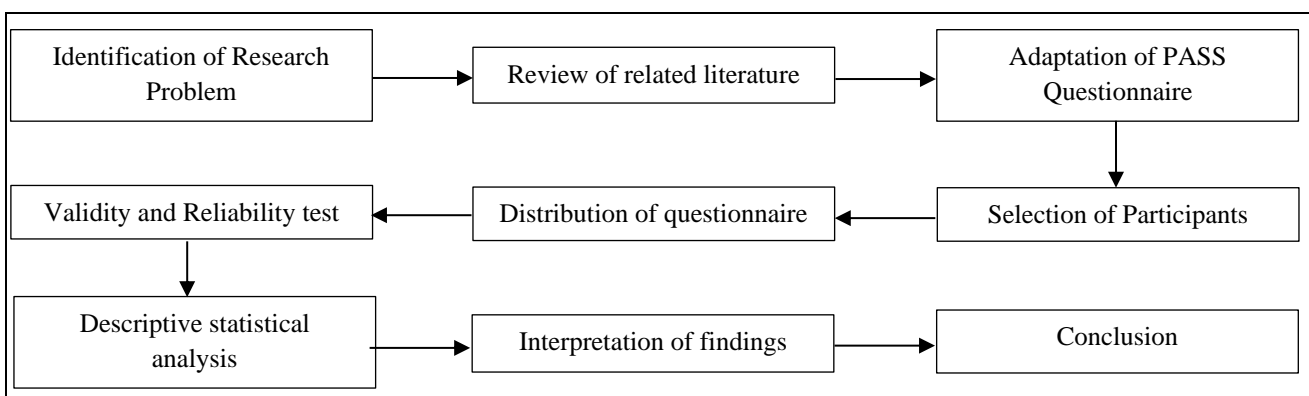


Figure 1. Research Procedures

The data collection took place over a two-week period, 11–24 April 2025, after the researcher obtained departmental permission. A Google Forms questionnaire link and a brief explanation of the study’s objectives were sent to eligible participants via WhatsApp, and follow-up reminders were provided in the second week to increase the response rate. Participants were informed that their participation was voluntary, provided consent before completing the form, and were assured that their responses would be used solely for academic purposes.

Data analysis

For data analysis, the responses were exported into Microsoft Excel and SPSS software. Descriptive statistics, including mean scores, percentages, and standard deviation, were used to analyze the frequency and distribution of each factor. Each research question was addressed using a combination of central tendency and variation measures. The first research question, regarding the level of academic procrastination, was analyzed through mean interpretation, while the second research question, concerning dominant influencing factors, was examined by calculating total scores and comparing them across all variables. Frequency charts and bar graphs were also created to support the interpretation of findings. These methods ensured that the data were systematically interpreted to reflect students' experiences and perceptions of academic procrastination during their research proposal phase.

RESULTS AND DISCUSSION

Results

Table 4. Data Frequency

No.	Statements	Strongly disagree		Disagree		Agree		Strongly agree	
		N	%	N	%	N	%	N	%
1	I am worried that my lecturer will not approve of or be satisfied with my work in the research proposal seminar, which could result in a poor grade.	2	6.7	8	26.7	17	56.7	3	10.0
2	I wait for my friends to finish first so that I can seek advice and use their work as a reference for my research proposal.	7	23.3	15	50.0	7	23.3	1	3.3
3	I wait for the lecturer to offer additional information, feedback, or suggestions regarding my research proposal, as I feel uncomfortable initiating contact or approaching them directly.	3	10.0	13	43.3	12	40.0	2	6.7
4	I have difficulty deciding what to include or exclude when writing my research proposal for the seminar.	1	3.3	4	13.3	14	46.7	11	36.7
5	I cannot decide which topic to choose for my research proposal for the seminar.	3	10.0	13	43.3	12	40.0	2	6.7
6	I have many things to complete at the same time as writing my research proposal, which makes me feel overwhelmed and unable to manage my time well.	2	6.7	8	26.7	15	50.0	5	16.7
7	I wait to see if the lecturer will provide more information, feedback, or suggestions about my research proposal, but I feel uncomfortable initiating contact or approaching them directly.	4	13.3	13	43.3	11	36.7	2	6.7
8	I do not like writing a research proposal that is used as the final project for a student.	4	13.3	16	53.3	5	16.7	5	16.7
9	I feel that I do not have enough knowledge to write a proper research proposal based on academic guidelines, and I lack confidence in presenting it in the seminar.	3	10.0	8	26.7	14	46.7	5	16.7
10	I strongly dislike writing the research proposal for the seminar.	5	16.7	18	60.0	5	16.7	2	6.7

No.	Statements	Strongly disagree		Disagree		Agree		Strongly agree	
		N	%	N	%	N	%	N	%
11	I feel that writing the research proposal for the seminar takes too much time.	1	3.3	4	13.3	22	73.3	3	10.0
12	I enjoy the thrill of writing the seminar research proposal at the last minute.	9	30.0	12	40.0	8	26.7	1	3.3
13	I prefer waiting until the last minute to complete the research proposal because the pressure feels exciting and challenging.	11	36.7	14	46.7	5	16.7	0	0
14	I worry that if I make better progress in writing the research proposal than my friends, they will dislike me or judge me negatively.	17	56.7	11	36.7	1	3.3	1	3.3
15	I worry that if I receive a good grade on my research proposal, others will have higher expectations of me during the seminar presentation.	12	40.0	11	36.7	4	13.3	3	10.0
16	I do not have enough energy to start writing the research proposal for the seminar.	2	6.7	8	26.7	19	63.3	1	3.3
17	I feel too lazy to start writing my research proposal for the seminar.	3	10.0	11	36.7	14	46.7	2	6.7
18	I notice that my friends are also delaying their research proposals for the seminar, so I do the same.	13	43.3	9	30.0	8	26.7	0	0
19	My friends influence me to engage in other activities instead of working on my research proposal for the seminar.	12	40.0	12	40.0	6	20.0	0	0
20	I set very high standards for myself and worry that I will not be able to meet them in the research proposal seminar.	4	13.3	8	26.7	12	40.0	6	20.0

Table 4 shows the distribution of responses for the twenty questionnaire statements representing the thirteen factors of academic procrastination: evaluation anxiety, dependency and help-seeking, difficulty making decisions, feeling overwhelmed and poor time management, lack of assertion, rebellion against control, lack of self-confidence, task aversiveness, laziness, perfectionism, risk-taking, fear of success, and peer influence. For each item, the table reports the number and percentage of students selecting strongly disagree, disagree, agree, or strongly agree, revealing how often specific procrastination tendencies occur. Moderate to high levels of agreement appear most frequently in statements related to difficulty making decisions (e.g., choosing topics or deciding proposal content) and feeling overwhelmed/poor time management, while evaluation anxiety and lack of self-confidence also receive notable agreement. Factors such as task aversiveness, laziness, and perfectionism show moderate agreement, indicating that some students dislike or postpone proposal writing, feel low motivation, or set unrealistically high standards. Meanwhile, lower frequencies of agreement are evident for risk-taking, fear of success, and peer influence, suggesting these are less influential. Responses for dependency and help-seeking, lack of assertion, and rebellion against control generally fall in the mid-range, reflecting occasional reliance on lecturers or friends and mild resistance to the compulsory nature of the proposal. Overall, the frequency data illustrate that procrastination behaviors are present across all factors but are most pronounced in decision-making difficulties, time-management challenges, evaluation concerns, and self-confidence issues.

The level of Academic Procrastination in Research Proposal Seminar

To address the first research question, the findings were analyzed using the mean scores of participants' responses, with levels of academic procrastination categorized as high, average, or low. The mean score of all factors.

Table 5. Mean Score of All the Factors

No.	Factors	Problems	Mean
1.	Evaluation anxiety	1. I am worried that my lecturer will not approve of or be satisfied with my work in the research proposal seminar, which could result in a poor grade.	2.7
2.	Dependency and help-seeking	2. I wait for my friends to finish first so that I can seek advice and use their work as a reference for my research proposal. 3. I wait for the lecturer to offer additional information, feedback, or suggestions regarding my research proposal, as I feel uncomfortable initiating contact or approaching them directly.	2.25
3.	Difficulty making decisions	4. I have difficulty deciding what to include or exclude when writing my research proposal for the seminar. 5. I cannot decide which topic to choose for my research proposal for the seminar.	2.8
4.	Feeling overwhelmed and poor time management	6. I have many things to complete at the same time as writing my research proposal, which makes me feel overwhelmed and unable to manage my time well.	2.77
5.	Lack of assertion	7. I wait to see if the lecturer will provide more information, feedback, or suggestions about my research proposal, but I feel uncomfortable initiating contact or approaching them directly.	2.37
6.	Rebellion against control	8. I do not like writing a research proposal that is used as the final project for a student.	2.37
7.	Lack of self-confidence	9. I feel that I do not have enough knowledge to write a proper research proposal based on academic guidelines, and I lack confidence in presenting it in the seminar.	2.7
8.	Task aversiveness	10. I strongly dislike writing the research proposal for the seminar.	2.52

No.	Factors	Problems	Mean
9.	Laziness	11. I feel that writing the research proposal for the seminar takes too much time.	2.57
		16. I do not have enough energy to start writing the research proposal for the seminar.	
10.	Perfectionism	17. I feel too lazy to start writing my research proposal for the seminar.	2.67
		20. I set very high standards for myself and worry that I will not be able to meet them in the research proposal seminar.	
11.	Risk-taking	12. I enjoy the thrill of writing the seminar research proposal at the last minute.	1.92
		13. I prefer waiting until the last minute to complete the research proposal because the pressure feels exciting and challenging.	
12.	Fear of success	14. I worry that if I make better progress in writing the research proposal than my friends, they will dislike me or judge me negatively.	1.73
		15. I worry that if I receive a good grade on my research proposal, others will have higher expectations of me during the seminar presentation.	
13.	Peer influence	18. I notice that my friends are also delaying their research proposals for the seminar, so I do the same.	1.82
		19. My friends influence me to engage in other activities instead of working on my research proposal for the seminar.	
Mean Score of All Factors			2.34

Based on the frequency distribution in Table 4 and the calculated mean scores, the level of academic procrastination among final-year English Language Education students at Universitas Tanjungpura falls in the moderate category, with an overall mean of 2.34 on a four-point scale. This indicates that procrastination is present but not at a critically high level. The highest mean scores appear in difficulty making decisions (2.80), followed by feeling overwhelmed and poor time management (2.77), evaluation anxiety (2.70), and lack of self-confidence (2.70), showing that many students postpone tasks because they struggle to select topics, organize proposal content, or balance multiple responsibilities. Other factors such as task aversiveness (2.52), laziness (2.57), and perfectionism (2.67) also fall within the moderate range, indicating some dislike of the task or the pressure of high personal standards. In contrast, fear of success (1.73), peer influence (1.82), and risk-taking (1.92) register the lowest means, suggesting relatively minor effects. Overall, the findings confirm a moderate level of academic procrastination, driven primarily by decision-making difficulties, time-management challenges, evaluation anxiety, and low self-confidence.

The Dominant Factors Influencing Academic Procrastination in Research Proposal Seminar

To address the second research question, an analysis was carried out by calculating the total scores for each factor in the questionnaire.

Table 6 Total Scores of Each Factor

Number of Factors	Statements	Number Items	N	Total of SUM	Percentages
1	Difficulty making decisions	4, 5	30	84	70 %
4	Feeling overwhelmed and poor time management	6	30	83	69 %
3	Evaluation anxiety	1	30	81	68 %
10	Lack of self-confidence	9	30	81	68 %
8	Perfectionism	20	30	80	67 %
11	Laziness	17	30	77	64 %
6	Task aversiveness	10, 11	30	76	63 %
5	Lack of assertion	7	30	71	59 %
12	Rebellion against control	8	30	71	59 %
9	Dependency and help-seeking	2, 3	30	68	56 %
7	Risk-taking	12, 13	30	58	48 %
13	Peer influence	18, 19	30	55	45 %
2	Fear of success	14, 15	30	52	43 %

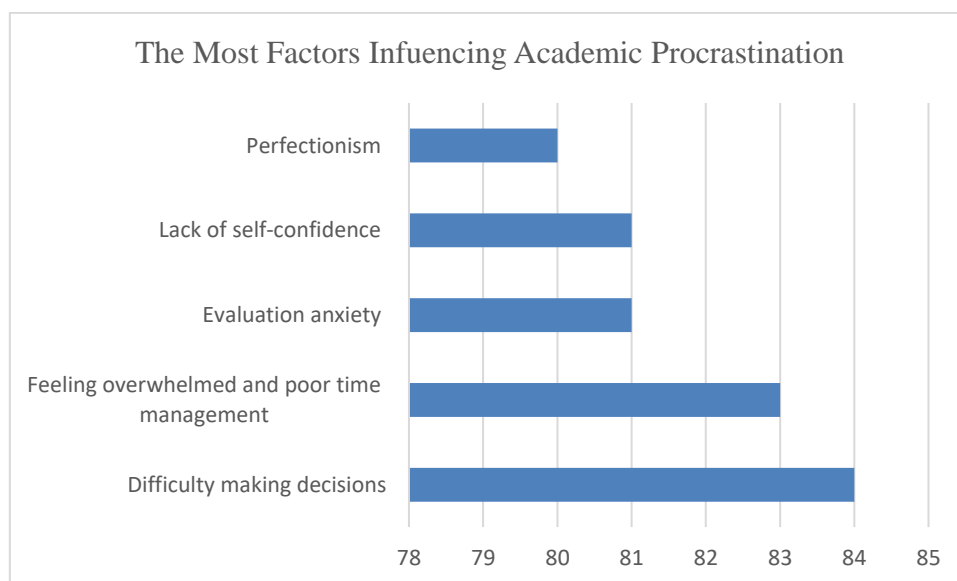


Figure 2. The Dominant Factors Influencing

Based on the data illustrated in Figure 2, the eight factors with the highest total scores were identified as the dominant factors influencing procrastination in writing research proposal seminars among English Education students at Universitas Tanjungpura.

1. Difficulty Making Decisions

This factor represents students' struggle with choosing and organizing content for their research proposals. Many students reported difficulty in deciding what to include or exclude when writing, as well as uncertainty in selecting a suitable topic. These indecisive tendencies, which affected 70% of the respondents, often caused hesitation in starting their tasks and disrupted their academic progress.

2. Feeling Overwhelmed and Poor Time Management

The pressure of handling multiple academic and personal responsibilities simultaneously contributes to a sense of being overwhelmed. Students often find it challenging to allocate sufficient time for their research proposal tasks, which leads to ineffective time management and task avoidance. As reported by 69% of participants, this condition resulted in continuous delays and unfinished work.

3. Evaluation Anxiety

Evaluation anxiety stems from the fear of negative judgment by lecturers and concerns about receiving poor grades. Students who worry excessively about how their work will be received may delay writing or revising their proposals to avoid confronting potential criticism or failure. A total of 68% of respondents expressed that this fear discouraged them from making steady progress on their proposals.

4. Lack of Self-Confidence

A lack of confidence in one's academic abilities and knowledge can significantly hinder progress on demanding tasks like research proposals. Students who doubt their competence to meet academic standards or present effectively in seminars may procrastinate due to feelings of inadequacy and fear of underperformance. This was acknowledged by 68% of students, who felt unprepared to take academic risks.

5. Perfectionism

Perfectionist tendencies, such as setting unrealistically high standards and fearing the inability to meet them, can paradoxically result in procrastination. Students may delay starting or completing their proposals because they are afraid their work will never be good enough. Among the participants, 67% admitted that their high expectations often made it difficult to even begin the writing process.

Discussion

The present study found that final-year English Language Education students at Universitas Tanjungpura exhibit a moderate level of academic procrastination, as shown by the overall mean score of 2.34 on the four-point Likert scale. This indicates that while procrastination is common, it is not at an acute or critical level. The frequency data in Table 4 reveal that students frequently postpone starting or finishing their research proposals, but they do so at a level that is manageable rather than extreme. Comparable results have been reported by Gohain and Gogoi (2021) and Sastri (2022), who also observed moderate procrastination among university students and emphasized that self-regulation problems, rather than external pressures, were the main cause.

Analysis of the mean and total scores highlights five dominant factors: difficulty making decisions (mean 2.80), feeling overwhelmed and poor time management (2.77), evaluation anxiety (2.70), lack of self-confidence (2.70), and perfectionism (2.67). These factors show that many students delay proposal writing because they struggle to select appropriate topics, decide what content to include, organize their ideas, and manage competing academic responsibilities. Similar patterns were identified by Pravita and Kuswando (2022) and Wirajaya et al. (2020), who linked decision-making problems and low self-efficacy to academic delays. Rahman, W. Judijanto, L., Sanulita (2024) and Haris et al. (2023) likewise reported that evaluation anxiety and insufficient self-confidence can hinder students' willingness to begin demanding tasks, reinforcing the current findings.

Several other factors contributed at a moderate level, including task aversiveness (2.52), laziness (2.57), dependency and help-seeking (2.25), lack of assertion (2.37), and rebellion against control (2.37). These results suggest that some students feel reluctant to begin their proposal because they dislike the task, have low energy, or prefer to wait for feedback before acting. Such tendencies echo the findings of Suyadi et al. (2020), who noted that internal motivation and passive help-seeking often slow academic progress. In contrast, risk-taking (1.92), fear of success (1.73), and peer influence (1.82) received the lowest means, indicating minimal impact. This supports earlier evidence from Rastri et al. (2023), which concluded that external social pressures are less significant drivers of procrastination compared with personal psychological factors.

Taken together, these findings confirm that internal self-regulation challenges especially indecision, time-management difficulties, and self-doubt are central to academic procrastination during the research proposal seminar. Interventions should therefore prioritize decision-making support, structured time-management training, and confidence building strategies. Mentoring programs and small-group workshops could help students develop realistic action plans, while counseling services may reduce evaluation anxiety and perfectionist tendencies. By addressing these dominant internal factors, the English Language Education Program can help students complete their proposals more efficiently and reduce delays in thesis preparation.

CONCLUSION

This study revealed that academic procrastination among final-year English Language Education students at Universitas Tanjungpura occurs at a moderate level, particularly in delaying the completion of research proposals. The conclusion is drawn from the overall mean score of the Procrastination Assessment Scale for Students (PASS). Thirteen interrelated factors contributed to this behavior, including evaluation anxiety, dependency and help-seeking, decision-making difficulty, feelings of being overwhelmed and poor time management, lack of assertion, rebellion against control, lack of self-confidence, task aversiveness, laziness, perfectionism, risk-taking, fear of success, and peer influence. Among these, decision-making difficulty emerged as the most dominant factor, especially in selecting topics and determining proposal content. Feeling overwhelmed and poor time management also played significant roles, followed by evaluation anxiety, lack of self-confidence, and perfectionism.

To help students overcome these challenges, the university is encouraged to provide systematic mentoring and structured guidance in proposal preparation, along with time-management workshops, academic-writing training, and stress-management programs. Students are advised to build self-awareness, set realistic targets, and actively seek assistance when needed. Future researchers are recommended to conduct broader studies across institutions and larger samples to gain more comprehensive insights into the causes of academic procrastination and effective strategies.

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