



The Influence of Coping Mechanisms, Academic Adjustment, and Social Support on Academic Procrastination of First-Year College Students

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Articles Information

Abstrak

Keywords:

Academic
Procrastination;
Academic Adjustment;
Coping Mechanisms

Mahasiswa tahun pertama sering menghadapi tantangan dalam transisi dari sekolah menengah ke perguruan tinggi, seperti peningkatan tuntutan akademik, berkurangnya struktur eksternal. Studi literatur ini menelaah penelitian sebelumnya mengenai pengaruh mekanisme koping, penyesuaian akademik, dan dukungan sosial terhadap prokrastinasi akademik pada mahasiswa baru. Prokrastinasi akademik didefinisikan sebagai penundaan tugas secara sengaja meskipun menyadari dampak negatifnya. Hasil kajian menunjukkan bahwa strategi koping adaptif, penyesuaian akademik yang baik, dan dukungan sosial yang kuat dapat mengurangi perilaku menunda. Dukungan sosial—baik emosional, informasional, maupun instrumental—berperan sebagai mediator penting dalam memperkuat strategi koping dan penyesuaian akademik. Studi ini menekankan pentingnya pendekatan terintegrasi untuk mendukung koping adaptif, penyesuaian akademik, dan sistem dukungan yang kokoh, terutama selama masa transisi awal ke perguruan tinggi, guna meningkatkan kinerja akademik dan kesejahteraan mahasiswa.

Abstact

First-year university students often face significant challenges during their transition from high school to higher education, including increased academic demands and decreased external structure. This literature study analyzes previous research on how coping mechanisms, academic adjustment, and social support influence academic procrastination among first-year students. The goal is to provide a theoretical foundation for understanding how these three variables interact and contribute to procrastination behavior, while also offering insights for the development of effective intervention strategies. Academic procrastination refers to the intentional delay in completing academic tasks despite awareness of its negative consequences. Utilizing a literature review method, this article examines how adaptive coping strategies (e.g., problem-focused coping), effective academic adjustment, and strong social support systems can help reduce procrastination. The study also highlights the significant role of social support—emotional, informational, or instrumental—as a key mediator that strengthens adaptive coping strategies and fosters better academic adjustment. Furthermore, social support—whether emotional, informational, or instrumental—acts as a mediating factor that reinforces positive coping and adjustment. The study emphasizes the importance of integrated approaches that promote adaptive coping, academic adjustment, and a strong support system, particularly during the critical transition into university life, to improve students' academic performance and overall well-being.



INTRODUCTION

The shift from secondary to higher education marks a crucial stage of adjustment for first-year university students. During this transition, students encounter major changes in academic expectations, learning independence, and personal accountability (Thompson et al., 2021). Unlike the more structured setting of high school, university life requires students to manage their academic responsibilities autonomously—such as organizing their schedules, prioritizing tasks, and handling increased academic pressure (Apriliana et al., 2021). For many newcomers to university, the challenges of adapting to this environment may lead to academic procrastination, which refers to the deliberate postponement of academic duties despite awareness of its negative effects (Asri, 2020; Steel, 2007; Tuckman, 1991).

Academic procrastination is a complex phenomenon shaped by various personal and environmental factors. Three major determinants frequently discussed in literature are coping mechanisms, academic adjustment, and social support (Umam et al., 2021). Coping mechanisms encompass the cognitive and behavioral strategies individuals use to deal with stressors. As stated by Lazarus and Folkman (in Rinarta, 2025), these strategies are generally divided into problem-focused coping—strategies that aim to confront and resolve the problem—and emotion-focused coping—strategies directed toward regulating emotional responses. Expanding this view, Endler and Parker (in Ambarwati, 2024) introduced a third category, avoidance coping, which is often associated with procrastination, as individuals tend to avoid or escape from stressful academic situations (Tri Prasetyowati_Bab 2). Students who utilize adaptive, problem-oriented approaches, such as effective time management or seeking assistance, typically handle academic challenges more efficiently. Conversely, those who depend on emotion-focused or avoidance-oriented strategies are more vulnerable to procrastinatory tendencies (Sulistyorini et al., 2024; Bahroen, Novryanti, & Utami, 2023).

Similarly, academic adjustment—defined as the process of aligning cognitive, emotional, and behavioral capacities with academic demands—plays an essential role in students' success. It involves understanding institutional expectations, developing self-regulated learning strategies, and sustaining internal motivation (Baker & Siryk, in Ali, Ahmad, & Khan, 2018). Inadequate academic adjustment often leads to heightened stress, disengagement, and increased procrastination (Nabila, 2023).

Moreover, social support serves as a significant moderating factor that helps students cope with academic pressure and build psychological resilience. Emotional encouragement, instrumental assistance, and a sense of belonging from peers, family, and academic communities can strengthen students' capacity to manage academic challenges (Hartati et al., 2022; Suroso et al., 2021). Nevertheless, some studies reveal that excessive or unconditional support may unintentionally foster procrastination when it is perceived as comfort without responsibility (Pradinata et al., 2021).

Although prior research has examined these constructs separately, few studies have provided an integrated perspective connecting coping mechanisms, academic adjustment, and social support in a single framework. Therefore, this literature review aims to bridge that gap by synthesizing empirical findings on how these three interrelated variables influence academic procrastination among first-year university students. The findings of this synthesis are expected to contribute to the design of evidence-based strategies that facilitate student adaptation, improve academic performance, and enhance psychological well-being during the early stages of higher education.

In addition, this review advances existing scholarship by presenting an integrative conceptual model that captures the dynamic interplay between coping mechanisms, academic adjustment, and social support in predicting academic procrastination. Beyond consolidating previous research, this synthesis offers a theoretical foundation for future investigations focusing on academic adaptation in early university contexts.

METHOD

This study employs a literature review method to examine and synthesize previous research findings on the influence of coping mechanisms, academic adjustment, and social support on academic procrastination among first-year students. The literature was selected based on relevance, recency, and contribution to the topic, as explained by Creswell (2012); in a literature review, it is crucial to filter sources by quality and relevance to the research focus. This approach enables researchers to identify patterns of relationships between variables, develop a comprehensive theoretical framework, and support the formulation of theoretically robust hypotheses.

Research Design

This study focuses on a literature review that examines the influence of coping mechanisms, academic adjustment, and social support on academic procrastination among first-year students. According to Nazir, as cited in Sirait (2023), a literature review is a method conducted by analyzing various theoretical references and previous research findings that are relevant to establish a strong theoretical foundation for the ongoing study.

Data Collection

Data encompasses any information derived from primary or secondary sources (Edi, as cited in Meita et al., 2020). To serve as a reliable foundation for drawing insights or conclusions, the collected data must meet validity criteria. This method involves comparing and analyzing data from diverse sources to gain a deeper understanding. According to Jamaludi et al. (2023), a literature review consists of three key stages: 1) identifying the research problem, 2) filtering data relevant to the study, and 3) analyzing the data to build

a solid theoretical framework that supports the research. In quality research, several techniques are used to assess the validity of data. According to Sugiyono (2017) these techniques are presented in Figure 2 below:

1. **Credibility (Validitas Internal).** In a literature review study, credibility reflects the trustworthiness of the literature's accuracy and relevance. To ensure internal validity, researchers must thoroughly examine diverse, credible, and current sources, including indexed scientific journals, academic books, and pertinent research reports. Triangulation in this context involves comparing data from multiple sources to confirm consistency and alignment of interpretations across the literature. Using reliable references and verifying the interpretation of literary data, such as through direct quotes, acts as a "member check" in a literature review study.
2. **Transferability (Validitas Eksternal).** In a literature review study, transferability refers to the potential for the study's findings to apply to other relevant research contexts or issues. Researchers must offer a detailed contextual overview of the theoretical background, study scope, and the literature analyzed. This enables readers to independently evaluate whether the review's findings or conclusions can address similar challenges in different settings.
3. **Dependability (Reliabilitas).** Dependability in a literature review study reflects the consistency of methods used to search and process literary data. For replicability, researchers should concisely outline the literature search, selection process, inclusion-exclusion criteria, and data organization and synthesis methods. Thoroughly documenting this process is crucial, enabling others to follow the research steps, grasp the reasoning, and achieve similar outcomes when replicating the study.
4. **Confirmability (Objektivitas).** Confirmability in a literature review study ensures objectivity in deriving conclusions, verifying they originate solely from the literature, not the researcher's opinions or biases. This is achieved by incorporating direct quotations, citing clear references, and establishing a logical link between the literature data, interpretations, and conclusions. Using reference management tools and systematic data documentation creates an effective audit trail for the study.

RESULT AND DISCUSSION

The result of this research came from analysis and conclusion of the impact of coping mechanism, academic adjustment and social support among academic procrastination on first year college student, using qualitative descriptive approach from literature study. The research's result presented in the following table:

Table 1. Research of Literatur Study

References	Research of Discussion
(Afriyani, et al., 2022) Pengaruh Coping Stress Terhadap Prokrastinasi Akademik Pada Mahasiswa Yang Sedang Menyusun Skripsi di FKIP UHAMKA.	This study reveals that effective stress coping significantly reduces academic procrastination among students writing their theses. Simply put, students who employ robust coping strategies to manage stress are less likely to delay academic tasks. Most students in this study relied on emotion-focused coping strategies, such as seeking emotional support or comfort. However, these approaches proved less effective than problem-focused coping strategies, like developing a clear thesis completion plan. Students with weak coping mechanisms often struggle to align their plans with actions, resulting in procrastination. Thus, mastering stress management is essential for preventing delays in academic tasks.
(Utami et al., 2023) Hubungan Antara Dukungan Sosial dengan Prokrastinasi Akademik pada Mahasiswa	This study reveals that social support significantly reduces academic procrastination in students. Higher support from family, friends, or close individuals lowers their tendency to delay tasks. Social support helps students manage academic stress, enhancing their confidence and motivation to meet deadlines. Conversely, insufficient support increases the risk of unmanageable stress, often leading to procrastination. Positive social interactions foster greater enthusiasm and discipline in students' academic pursuits.
(Rahmah. 2020. Pengaruh Strategi Coping dan Manajemen Waktu Terhadap Prokrastinasi Akademik)	This study reveals that coping strategies significantly reduce academic procrastination among midwifery students. Specifically, the more effective the coping strategies—whether problem-focused (directly addressing issues) or emotion-focused (managing emotional responses)—the less likely students are to delay tasks. Students who handle academic pressure with appropriate coping strategies tend to manage themselves better, complete tasks on time, and avoid excessive stress. Conversely, ineffective coping, such as avoidance or emotional escape, can worsen the situation and lead to persistent procrastination. Thus, strong coping skills play a vital role in minimizing academic procrastination.
(Avendino et al., 2024. Academic Procrastination and Coping Mechanisms of Bachelor of Elementary Education Students)	This study shows a clear link between coping mechanisms and lower academic procrastination in students. Students with effective coping strategies, such as creating to-do lists, meeting deadlines, and seeking assistance, are less likely to procrastinate on academic tasks. Even when some students delay tasks, those with strong coping skills manage stress and complete assignments successfully. Effective coping strategies help counter the adverse effects of procrastination, enabling students to sustain their academic performance under task-related pressure.
(Rauzatul et al, 2020. The Effect of Coping Strategy on Academic Procrastination in Completing Student Assignments)	This study demonstrates that problem-focused coping mechanisms significantly reduce academic procrastination. Specifically, the more effectively students apply this approach—such as seeking solutions, planning, and organizing task strategies—the less likely they are to delay academic tasks. In contrast, emotion-focused coping, which centers on managing emotions without addressing core issues, shows no significant impact on procrastination. The analysis reveals that problem-focused coping accounts for 18.47% of the variation in academic procrastination. This highlights that students who tackle pressure with active, targeted strategies are better equipped to complete tasks on time and avoid procrastination.
(Abood et al., 2025. Academic Procrastination)	This study finds that students' psychological and social adjustment significantly reduces academic procrastination. Students who adjust well psychologically and

and Its Relationship to Psychological and Social Adjustment among University Students)

(Vlachopanou et al., 2025. *The Mediating Role of Academic Procrastination in the Link Between Academic Motivation and Academic Adjustment Among University Students*)

socially tend to procrastinate less. This adjustment includes managing emotions, building positive social relationships, and feeling comfortable with themselves and their surroundings. When students struggle to adapt, they become more prone to stress, anxiety, and self-doubt, which often leads to delaying academic tasks. Thus, procrastination is not merely about laziness or lack of discipline but is closely tied to students' psychological well-being and social skills in handling academic demands.

This study reveals that students' academic adjustment plays a crucial role in reducing academic procrastination. Students with high intrinsic motivation tend to adapt better to the academic environment and procrastinate less. Conversely, extrinsic motivation and motivation are linked to increased procrastination and poorer academic adjustment. In other words, procrastination acts as a mediator, weakening the relationship between academic motivation and students' adaptability to academic demands. These findings suggest that enhancing academic adjustment, either directly or by reducing procrastination, can significantly support students' overall academic success.

This study reveals that social support significantly reduces academic procrastination among students. Higher social support from friends, family, or academic advisors lowers students' tendency to delay tasks. Social support provides a sense of security, motivation, and emotional encouragement, helping students overcome pressure and self-doubt, particularly with thesis work. A study of 167 students at UNJ's Faculty of Economics found that those with low social support procrastinated more on their final assignments. Multiple linear regression analysis showed a negative coefficient of -0.387 for social support, indicating that increased support significantly decreases procrastination. This study reinforces prior findings, highlighting the critical role of a supportive social environment in helping students complete academic responsibilities on time. Active involvement from parents, peers, and advisors in providing emotional and practical support is essential to reducing procrastination.

This study reveals that peer social support has a significant positive relationship with academic procrastination among students. Specifically, the higher the peer social support received, the greater the tendency for academic procrastination, which may surprise many educators. This finding contrasts sharply with the initial hypothesis, which anticipated a negative relationship between these factors. The result is explained through the concept of perceived support, where individuals interpret the support they receive in unique ways. When social support is perceived as a readily available comfort, students may feel secure enough to delay tasks without concern, assuming help will always be accessible. This dynamic underscores a critical nuance in academic behavior studies. Thus, social support does not always yield positive outcomes; it can inadvertently reinforce procrastination if not paired with strong academic responsibility. Encouraging students to balance social support with personal accountability could mitigate this unintended consequence.

This study demonstrates that social support significantly reduces academic procrastination among students. Simple regression analysis reveals that the higher the level of social support students receive, the less likely they are to delay academic tasks. Strong social support from family, friends, and the surrounding environment provides emotional comfort, motivation, and positive encouragement, enabling students to complete their academic responsibilities on time. Students who feel supported tend to manage stress more effectively, exhibit greater self-confidence, and tackle academic challenges with courage.

(Widya et. al 2023. *Pengaruh Efikasi Diri dan Dukungan Sosial terhadap Prokrastinasi Akademik Mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta*)

(Pradinata et al., 2021. *Prokrastinasi Akademik dan Dukungan Sosial Teman Sebaya pada Mahasiswa Fakultas Psikologi Universitas Katolik Widya Mandala Surabaya*)

(Nada et al., 2024. *Academic Procrastination among College Students: Do Self-Efficacy and Social Support Matter?*)

This literature review synthesizes findings from ten empirical studies examining the influence of coping mechanisms, academic adjustment, and social support on academic procrastination among first-year university students. The synthesis indicates that these three constructs are interrelated and collectively influence students' tendency to delay academic tasks. The discussion is structured into three interconnected dimensions coping mechanisms, academic adjustment, and social support followed by a conceptual synthesis grounded in established theoretical frameworks.

1. **The Influence of Coping Mechanisms on Academic Procrastination.** Across studies, coping mechanisms consistently demonstrate a negative association with academic procrastination. Students who employ problem-focused coping such as time management, planning, and problem solving tend to manage academic stress more effectively and complete their tasks on time (Afriyani et al., 2022; Rauzatul et al., 2020). In contrast, reliance on emotion-focused or avoidance-oriented coping (e.g., denial, disengagement) is linked to higher levels of procrastination (Sulistiyorini & Sarajar, 2024). These findings align with Lazarus and Folkman's (1984) Transactional Model of Stress and Coping, which posits that adaptive coping strategies mediate the relationship between perceived stress and behavioral outcomes. Students who interpret academic challenges as controllable tend to use problem-oriented coping, leading to lower procrastination. Conversely, those who perceive low control often resort to avoidance coping, reinforcing delay behaviors.

2. **The Role of Academic Adjustment in Reducing Procrastination.** Academic adjustment students' capacity to adapt cognitively, emotionally, and behaviorally to the university environment also plays a central role in minimizing procrastination. Well-adjusted students demonstrate higher self-regulation, intrinsic motivation, and resilience, which facilitate timely task completion (Abood & Al-Adamat, 2025; Vlachopanou et al., 2025). Conversely, poor adjustment often triggers academic stress, anxiety, and feelings of incompetence, which increase the likelihood of procrastination (Nabila, 2023). These findings are consistent with Baker and Siryk's Student Adaptation to College Model (SACQ), which explains that successful academic adjustment encompasses academic, social, and personal-emotional dimensions. When students manage these domains effectively, they are less vulnerable to stress-induced procrastination.

3. **The Function of Social Support as a Mediating Variable.** Social support functions as a critical intervening or mediating variable between coping mechanisms, academic adjustment, and procrastination. Studies show that strong emotional, informational, and instrumental support from family, peers, and lecturers reduces students' procrastination tendencies (Widya et al., 2023; Nada et al., 2024). Supportive environments enhance self-efficacy and motivation, enabling students to cope adaptively with academic challenges. However, Pradinata and Susilo (2021) report an important nuance: when social support is

perceived merely as unconditional comfort (perceived support), it may inadvertently reinforce procrastination by fostering dependency. This dual role highlights the complexity of social support it can either buffer or enable procrastination depending on how students internalize it. From a theoretical lens, these patterns can be explained through Bandura's Social Cognitive Theory (1986), which emphasizes that social environments shape self-regulatory behavior. Effective social support enhances self-efficacy and self-control, while excessive reliance on it undermines personal responsibility.

4. **Conceptual Integration: A Synthesized Framework.** Integrating these findings reveals that coping mechanisms, academic adjustment, and social support form a dynamic and reciprocal system influencing academic procrastination. Adaptive coping strengthens academic adjustment by improving emotional regulation and self-discipline. In turn, well-adjusted students are more likely to seek and utilize social support effectively. Conversely, social support enhances both coping capacity and adjustment by providing emotional resources and external feedback. Thus, academic procrastination can be conceptualized as a behavioral outcome of an imbalance among these three factors. The synthesis supports a theoretical model wherein: Social support moderates and mediates the relationship between coping mechanisms and academic adjustment, both of which jointly predict academic procrastination. This integrative framework aligns with Self-Regulated Learning Theory (Zimmerman, 2000), emphasizing that motivation, strategy use, and environmental support interact dynamically to shape academic behaviors. (Optional if allowed by journal: include a simple conceptual figure illustrating the triadic relationship.)

5. **Theoretical and Practical Implications.** Theoretically, this synthesis advances the understanding of academic procrastination by integrating psychological (coping), behavioral (adjustment), and contextual (social support) dimensions into a unified explanatory model. Practically, interventions to reduce procrastination should be multidimensional enhancing students' coping competence, promoting adaptive adjustment strategies, and fostering balanced social support systems that encourage responsibility rather than dependency.

CONCLUSION

Results from the literature review indicate that academic procrastination among first-year university students is significantly influenced by three main factors: coping mechanisms, academic adjustment, and social support. Students who are able to employ adaptive coping strategies, such as problem-focused coping, tend to manage academic pressure more effectively and complete assignments on time, compared to those who rely on avoidance or emotional escape strategies. Good academic adjustment, which encompasses psychological and social adaptation within the campus environment, also contributes to reducing procrastination behavior, as students who are able to adjust well typically exhibit higher motivation, learning skills, and self-confidence. Furthermore, social support plays a role as an intervening variable that strengthens the relationship between coping strategies and academic adjustment with academic procrastination. Students who receive support from family, peers, and the campus community are better

equipped to manage stress and demonstrate greater positive motivation in completing academic tasks. However, a misperception of social support as unlimited comfort without corresponding demands may, in fact, reinforce procrastination habits. The selection of first-year students as the subjects of this study is based on the reality that the transition from secondary education to higher education represents a challenging phase, during which students must adapt to a more independent, complex, and high-pressure learning environment. At this

stage, students are particularly vulnerable to stress, role confusion, and limitations in their social networks, all of which, if not properly addressed, can trigger procrastination behaviors. Therefore, efforts to prevent academic procrastination must be carried out comprehensively through the strengthening of appropriate coping mechanisms, the enhancement of academic adjustment, and the development of an effective social support system for first-year students.

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