

Contribution Of Locus of Control to Students' Academic Procrastination: A Systematic Literature Review

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	ABSTRACT
<p>ARTICLE INFO: Received March 03, 2024</p> <p>Revised March 13, 2024</p> <p>Accepted April 16, 2024</p> <p>KEYWORDS: Academic Procrastination, Locus of Control</p>	<p>Academic procrastination is a common problem among students and can significantly affect their academic achievement. Various psychological factors influence this behavior, one of which is the locus of control, a concept that refers to individuals' beliefs about the extent to which they can control events affecting them. This systematic literature review aims to compile and describe the contribution of locus of control to students' academic procrastination. One approach to literature study is a Systematic Literature Review (SLR). This research uses a systematic literature review using the Prisma method. To maintain the accuracy of the assessment and prevent errors in information in data analysis, cross-library checks are carried out, and re-reading the literature and paying attention to the reviewer's comments. The results of this study show that the relationship between Locus of Control and academic procrastination is positive. This illustrates that the higher the Locus of Control, the lower the students' academic procrastination. Locus of control is an important factor in reducing academic procrastination because the greater the value of a person's locus of control, the more that the individual can control himself, which makes him able to be responsible for his obligation.</p>

INTRODUCTION

Procrastination is the behavior of delaying doing something done consciously by someone and can result in not completing the task or work they have (Tannia & Monika, 2022). Delays in the learning process are better known as academic procrastination. Academic procrastination can cause many negative things in the learning process. A lot of time that could have been used ends up being wasted, tasks are not completed, and even when the task is completed, the results are less than optimal, and many other negative things (Bassi et al., 2007). Procrastination is one of the main problems students face when completing their studies. In research conducted, Rusmaini et al. (2021) procrastination was considered to have a very bad impact because, in the learning process, the tasks being carried out were postponed.

It will simultaneously hinder the duties of a teacher and student, which will become a deep-rooted bad habit. If this is not immediately addressed, high levels of procrastination among students will become an obstacle to their achieving better. This is in line with research conducted by Rusmaini & Rahayu (2020), which states that the higher a person's level of academic procrastination, the greater the impact or influence on a person's achievement, and vice versa. If academic procrastination can be overcome or is at a low level, this will also increase a person's achievement.

Another internal factor that causes students to engage in academic procrastination is locus of control. Locus of control refers to a person's perspective on being able to solve problems that occur to them (Antoni et al., 2019). Locus of control consists of two types, namely, internal locus of control and external locus of control. Students with an internal locus of control believe that their learning results are determined by themselves. Meanwhile, students who have an external locus of control believe that everything they obtain is determined by factors that come from outside themselves.

How to cite	Tyara, R., Mulawarman, M., Sunawan, S., & Mulyani, P. K. (2023). Contribution Of Locus of Control to Students' Academic Procrastination: A Systematic Literature Review. <i>Grief and Trauma</i> , 1(2). https://doi.org/10.59388/gt.v1i2.653
Homepage	https://journal.scidacplus.com/index.php/gt/
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According to research conducted by [Maesaroh & Saraswati \(2020\)](#), the characteristics of individuals who have an internal locus of control include control (having the belief that achievements in life are the result of internal factors within oneself), independence (having confidence in their abilities and skills), responsibility (having the readiness to accept everything as a result of their attitudes or behavior and trying to improve their attitudes or behavior in a better direction), expectancy (individuals have a subjective assessment or belief that positive consequences will be obtained in certain situations. as a reward for his behavior).

[Nugrasanti \(2006\)](#) research on the relationship between locus of control and academic procrastination in students shows a significant relationship, namely, the more external the student's locus of control, the higher the tendency for academic procrastination. It can be concluded that locus of control correlates with procrastination by looking at how far the individual perceives the connection between their effort and the results they achieve. If it is related to academic procrastination, it can be interpreted as how far students understand concepts, can map problems, and choose the best solution to these problems in the academic delays that they often experience.

Based on the problems above, it can be concluded that procrastination is a complex problem experienced by all groups and cannot be separated from students. Procrastination not only has an impact on students' daily lives, but it also has an impact on students' learning process activities at school. This can be avoided by students' bad habits, so that later, it can benefit their lives, both in the family environment, at school, and in the surrounding community.

Guidance and Counseling Services have a role in helping students overcome academic procrastination. Counseling Teachers/Counselors, in carrying out their duties, provide counseling services to students so that they will avoid procrastination behavior, carry out assignments on time, eliminate disturbances in their daily lives, and improve their daily lives. Then, in implementing guidance and counseling services, guidance and counseling teachers/counselors must know the various factors that influence students' academic procrastination, one of which is locus of control.

Literature Review

Locus of control is a concept that describes the extent to which individuals believe they have control over the events in their lives. In an educational context, locus of control influences how students perceive and handle learning challenges. Students with an internal locus of control believe that their academic outcomes result from their efforts and abilities. In contrast, those with an external locus of control tend to believe that their success is determined by external factors such as luck or the actions of others ([Antoni et al., 2019](#)).

Research shows that locus of control is closely related to academic procrastination. The stronger a student's internal locus of control, the less likely they are to delay academic tasks. Conversely, students with an external locus of control are more prone to procrastination because they feel less in control of the results they achieve. In other words, students who understand that their efforts directly affect their academic performance tend to be more responsible and complete tasks on time ([Sopah et al., 2023](#)).

Individuals with an internal locus of control typically exhibit characteristics such as responsibility, independence, self-regulation, and positive expectations about the outcomes of their efforts. These traits are important assets for enhancing learning motivation and reducing procrastination habits. Therefore, strengthening students' internal locus of control should be an integral part of school guidance and counseling services to help students develop a positive attitude toward learning and improve their academic achievement ([Putriwangi & G, 2024](#)).

Academic procrastination refers to the intentional delay of academic tasks despite knowing that the delay may have negative consequences. It is a common issue among students and is often linked to decreased academic performance, increased stress, and low self-confidence. Procrastination can manifest as putting off studying, avoiding assignments, or failing to start projects

on time. These behaviors hinder academic achievement and can develop into long-term habits that affect other areas of life (Sonmez et al., 2024).

One of the major causes of academic procrastination is poor self-regulation and a lack of motivation. Students who procrastinate may struggle with time management, have a fear of failure, or experience perfectionism that leads to task avoidance. The academic environment, including workload and support systems, can also contribute to procrastination behavior. Without timely intervention, procrastination may become a deeply rooted habit that disrupts the student's ability to succeed both academically and personally (Santos et al., 2020).

Guidance and counseling services play a crucial role in helping students address academic procrastination (Antoni et al., 2019). School counselors can assist students in identifying the underlying causes of their procrastination and help them develop effective coping strategies, such as goal setting, time management, and cognitive restructuring. By fostering self-awareness and self-discipline, counseling can support students in breaking the cycle of procrastination and improving their academic performance and overall well-being.

Objectives

This study aims to systematically examine and describe the relationship between locus of control and academic procrastination among students. Specifically, this research aims to identify how a student's belief in personal control over outcomes influences their tendency to delay academic tasks. By analyzing existing literature through a systematic review using the PRISMA method, this study seeks to provide deeper insight into the role of internal and external locus of control in shaping academic behavior, with the ultimate goal of informing effective interventions in educational and counseling settings.

METHODS

Research Design

This study utilized a Systematic Literature Review (SLR) design, adhering to the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) guidelines. The SLR method was chosen to understand the relationship between locus of control and academic procrastination based on data from previously published studies.

Eligibility Criteria

The inclusion criteria for this review involved articles published in indexed journals that discussed the topic of "Locus of Control and Academic Procrastination." Only articles published between 2019 and 2024 were considered. Articles that did not match the topic or were not from credible and indexed sources were excluded from the analysis. One of our considerations in selecting articles is the year of publication. We only reviewed articles published from 2019 to 2024. Below, we present a table of criteria for determining the articles reviewed in Table 1.

Information Source

To identify relevant literature, two main databases were used: ERIC and Google Scholar. These databases were selected due to their wide range of scholarly and peer-reviewed articles relevant to education and psychology.

Data Search

A structured search strategy was implemented using keywords related to "Locus of Control" and "Academic Procrastination". Boolean operators and filtering tools available in each database were used to refine the search results only to include articles that met the eligibility criteria.

Table 1. Inclusion and Exclusion Criteria

No	Inclusion and Exclusion	Exclusion Criteria
1.	Database used by Google Scholar and Eric	Databases used outside of Google Scholar and Eric
2.	Indexed journals	Non-indexed journals, journal reviews, book reviews, dissertations, theses, blogs, and others
3.	The population is high school and vocational school students	The population is not middle school, elementary school, and college students
4.	Uses Indonesian and English	Do not use foreign languages
5.	Explaining the identity of Locus of Control and Academic Procrastination	It does not contain the identity of Locus of Control and Academic Procrastination
6.	Publication in 2019-2024	Publication before 2019
7.	Quantitative research methods and Bivariate correlation	Qualitative Research Method

RESULT AND DISCUSSION

Results

The following is a PRISMA flow chart for the article screening process used in this literature review (Figure 1).

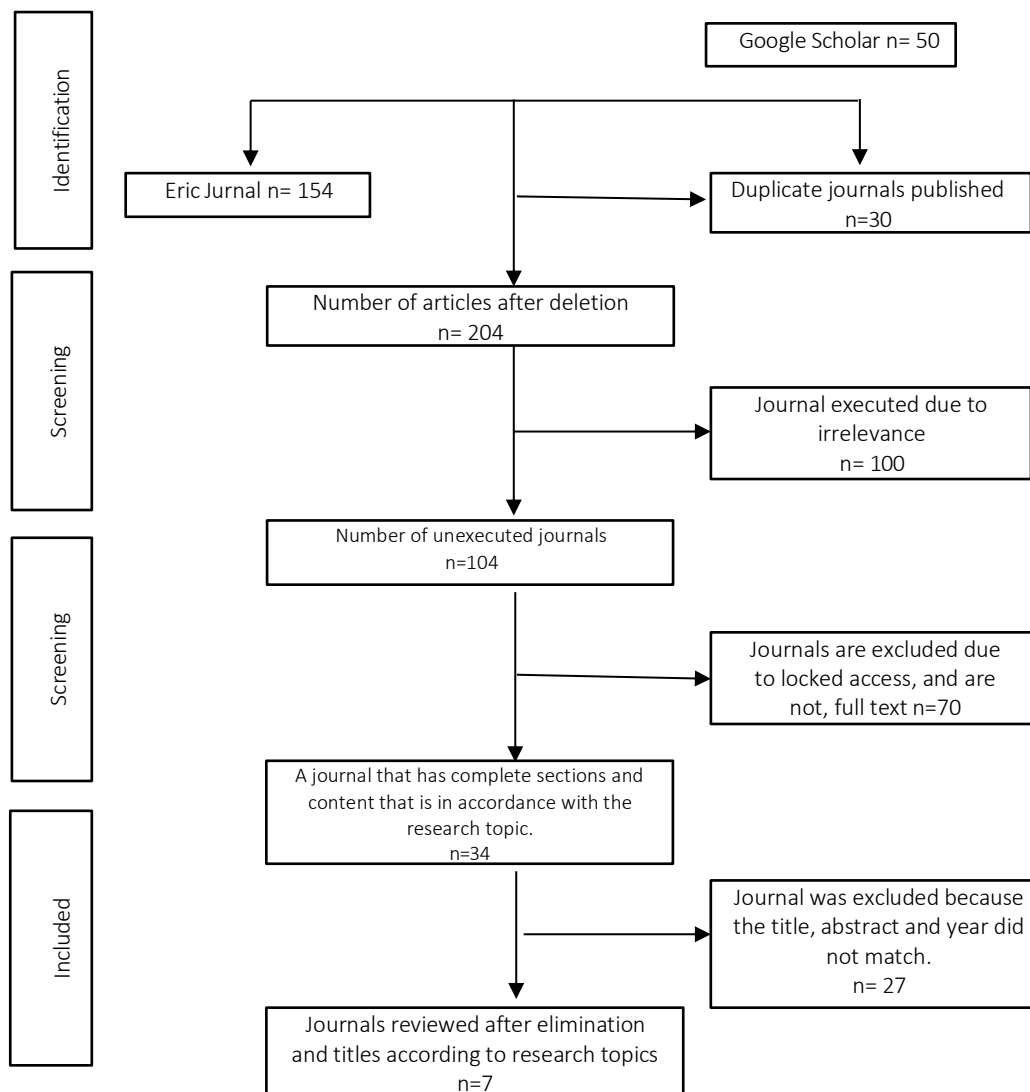


Figure 1. Prisma Flow Diagram

The steps that the author took were the initial search for articles, starting by entering keywords into two databases (Google Scholar and ERIC), then searching with the keywords "locus of control and academic procrastination". Furthermore, journals were excluded because access was locked, 70 articles were not full text, and 34 articles remained. Then, 27 articles that did not meet the inclusion criteria were excluded. From these results, only 7 articles were analyzed further, namely in Table 2.

Table 2. Results of Systematic Literature Review

No	Title	Author	Journal Publication	Methodology	Targets	Results
1.	Kontribusi locus of control dan perfeksionisme terhadap prokrastinasi akademik siswa dan implikasinya dalam layanan bimbingan dan konseling di SMAN 10 Padang	(Lasari, 2019)	Journal of Sosial Humaniora	Quantitative	Students of class X AND XI SMAN 10 Padang	Locus of Control contributes significantly to academic procrastination by 21.3%. Students who score high on procrastination show an external locus of control orientation, and conversely those who score low on procrastination show an internal locus of control orientation.
2.	Pengaruh Intensitas Penggunaan Media Sosial TikTok, Self-Regulated Learning dan Internal Locus of Control terhadap Prokrastinasi Akademik pada SMK Negeri di Jakarta Utara	(Susanto et al., 2024)	Jurnal of Ekonomi, Manajemen, Akuntansi	Quantitative	Grade 10 and 11 students majoring in Accounting from SMKN 23 Jakarta and SMKN 12 Jakarta	Internal Locus of Control has a negative and significant effect on academic procrastination. This shows that the higher the internal locus of control, such as self-confidence, trust in abilities, and responsibility for the future, the lower the level of academic procrastination. Vice versa, if students' internal locus of control is low, the level of academic procrastination will increase.
3.	Hubungan antara Locus of Control Internal dan Persepsi Pola Asuh Otoriter dengan Prokrastinasi Akademik pada Siswa SMA X	(Ludwig & Nurhadianti, 2024)	Journal of Psikologi Kreatif Inovatif	Bivariate correlation	High School X student	There is a significant relationship between Internal Locus of Control and academic procrastination in a negative direction for SMA X students. This shows that the better the internal locus of control, the lower the academic procrastination. Vice versa, the worse the internal locus of control, the higher the individual's academic procrastination.

4.	Pengaruh locus of control dan dukungan orang tua terhadap prokrastinasi akademik siswa di MAN kota Pariaman	(Rafiqah & Dkk, 2024)	Jurnal Ilmiah PGSD FKIP Universitas Mandiri	Quantitative associative	Class XII students at MAN Kota Pariaman	Locus of Control has an influence of 11.4% on academic procrastination, with a significance value of $0.001 < 0.05$ and a tcount of $3.471 > t_{table}$ of 1.984. So, it can be interpreted that Locus of control influences academic procrastination
5.	The Influence of Internal Locus of Control on Academic Procrastination in High School Students	(Prawitasari & Suhendri, 2024)	Quanta Journal (Kajian Bimbingan dan Konseling dalam Pendidikan	Quantitative ex post facto	Class X Student at SMA Negeri 9 Semarang	The level of academic procrastination is in the high category ($M = 49.15$; $SD = 5.78$) and the level of Internal Locus of Control is in the high category ($M = 69.46$; $SD = 8.174$). Hypothesis testing shows an internal influence of Locus of Control on academic procrastination ($R^2 = 0.900$, $p < 0.05$). This means that the internal Locus of Control contributes to academic procrastination by 90%, while other factors influence the rest.
6.	The influence of Locus of Control, Smartphone Use, and parents social support towards academic procrastination in vocational school at Bekasi City for the academic year 2023/2024	(Putriwangi et al., 2024)	Asian Journal of Applied Education	Quantitative	Class X vocational school students majoring in accounting and institutional finance in the city of Bekasi	A significant negative influence is shown by locus of control on academic procrastination. When students' locus of control is high, their academic procrastination will be low. Vice versa, when students are low, the level of academic procrastination is higher.
7.	Hubungan Locus of Control internal dan interaksi teman sebaya terhadap prokrastinasi akademik mengerjakan tugas pada siswa	(Sari & V, 2019)	Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan	Quantitative	2nd grade student of SMA 1 Negeri Depok Yogyakarta	The results of the research show that there is a negative and very significant relationship between locus of control and procrastination in doing tasks with a significance value of 0.001 ($p < 0.01$) and a correlation coefficient of 0.220 which is categorized as a low level of relationship.

Discussion

Based on research results (Lasari et al., 2019), locus of control contributes significantly to academic procrastination by 21.3%. This means that students who view their lives as determined by their behavior will be more confident and persistent in achieving their goals, such as in studying, because by believing that every effort they make will get the expected results, both in carrying out assignments on time to achieve achievements and will be able to reduce students' procrastination behavior. Students who believe that they are involved in influencing all the results achieved in their lives also have the power to achieve their desired achievements.

The results of this study are in accordance with Hampton (2005) research on locus of control and procrastination, showing a significant relationship between academic procrastination and locus of control. Students who score high on procrastination show an external locus of control orientation; conversely, those who score low on procrastination show an internal locus of control orientation. Furthermore, Beck, Koons, & Migram (in Akinsola et al., 2007) found that students with an internal locus of control showed less academic procrastination than students with an external locus of control tendency. Then, the research results by Jansen & Carton (1999) revealed that students with an internal locus of control did not often procrastinate and completed assignments earlier than those with an external locus of control.

These findings emphasize the importance of nurturing an internal locus of control in students to reduce academic procrastination. When students believe they are the primary agents of their academic success, they manage their time more effectively, take responsibility for their academic tasks, and develop self-regulated learning strategies. This sense of personal control encourages proactive behavior, where students initiate and complete assignments without excessive delay.

On the other hand, students with an external locus of control often attribute their academic performance to external factors such as luck, fate, or the actions of others. This belief system can lead to a passive approach toward learning, where procrastination becomes a common response to academic challenges. They may lack motivation to begin tasks promptly and frequently postpone responsibilities, believing that the outcome is out of their control, regardless of their efforts.

Therefore, educators and counselors need to implement strategies that help students strengthen their internal locus of control. This can include goal-setting exercises, time management training, and reflective practices that reinforce the link between effort and outcomes. By cultivating a stronger internal orientation, students may develop greater academic responsibility and reduce tendencies toward procrastination, ultimately improving academic performance and personal growth.

Implication

These findings imply that educational institutions, particularly teachers and school counselors, should prioritize interventions and learning environments that foster an internal locus of control among students. By embedding programs emphasizing personal accountability, goal-setting, and self-regulated learning, students can be empowered to take charge of their academic responsibilities, thereby minimizing procrastination behaviors. This approach improves academic outcomes and promotes psychological well-being, resilience, and motivation, equipping students with the mindset and skills necessary for long-term success both in and beyond the classroom.

Limitation

One limitation of this study is that it relies solely on secondary data from previously published articles, which may limit the depth of analysis regarding the contextual factors influencing the relationship between locus of control and academic procrastination. Additionally, the reviewed articles span a limited publication range (2019–2024), which may exclude relevant earlier findings or emerging recent studies not yet indexed. Furthermore, variations in methodologies, populations, and

definitions of key constructs across studies may affect the consistency and generalizability of the conclusions drawn in this systematic review.

CONCLUSION

Internal locus of control has a negative and significant effect on academic procrastination. This shows that the higher the internal locus of control, such as self-confidence, belief in abilities, and responsibility for the future, the lower the level of academic procrastination. Vice versa, academic procrastination will increase if students' internal locus of control is low.

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