

The Relationship Between Peers and Academic Procrastination Behavior of Grade X Students of SMA Negeri 1 Namorambe

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ABSTRACT

Academic procrastination is a persistent problem among high school students, leading to reduced learning outcomes and lower academic achievement. Peer relationships are a key factor influencing procrastination, as adolescents often rely heavily on their peers for support, motivation, and identity. However, when peer interactions are not constructive, they may reinforce avoidance and task delays. At SMA Negeri 1 Namorambe, procrastination remains a challenge for many students, highlighting the need to better understand how peer relationships contribute to this behavior. Urgent attention to this issue is crucial to prevent negative impacts on students' academic success and overall development. This study investigates the relationship between peer relationships and academic procrastination among students at SMA Negeri 1 Namorambe. Academic procrastination remains a prevalent issue in the school setting, often shaped by the social environment and habitual task delay. Employing a correlational research design, the study involved 60 students selected as the sample. Data were collected through a Likert-scale questionnaire and analyzed using Pearson's Product Moment correlation with the aid of SPSS software. Findings revealed a strong and statistically significant positive correlation between peer relationships and academic procrastination ($r = 0.710$, $p < 0.001$). These results suggest that a higher intensity of peer interactions, when not positively directed, increases the likelihood of students postponing academic tasks. The study concludes that the quality of peer relationships plays a critical role in shaping academic behaviors, particularly procrastination. Consequently, fostering a supportive and constructive social environment within schools is essential to mitigate procrastination and enhance students' academic achievement.

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INTRODUCTION

Psychological, social, and peer group interactions during high school have a substantial influence on students' academic performance, one of which manifests through academic procrastination. Procrastination—defined as the tendency to delay completing assignments, submit work past deadlines, postpone reading study materials, copying notes, or even attending classes—can trigger anxiety and hinder the achievement of optimal learning outcomes. A study by Martiana, L., Batubara, A., Ginting, S. U. B. & Dina (2022) involving 48 high school students

found that 52.1% exhibited academic procrastination.[1] (Martiana) This indicates that procrastination is not merely an individual issue but is closely related to the students' social environment. Similarly, Sulaiman, M. A., Sulistiyana, S., & Makaria (2022) reported that students with positive peer relationships tend to possess better self-regulation skills, enabling them to manage their time more effectively and avoid study delays (Sulaiman). In contrast, low-quality peer relationships may reduce emotional and academic support, thereby fostering procrastination.[2]

One significant contributing factor is the pressure and norms present in peer interactions. Peers—individuals of relatively the same age or maturity level—are capable of shaping communication patterns and shared habits.[3] A non-supportive social environment can diminish concentration, reduce learning motivation, and cause difficulties in completing assignments Through group norms and conformity pressures, students may imitate procrastination behaviours that are normalized within their social circles. Therefore, understanding peer dynamics is essential in identifying and addressing academic procrastination among high school students.[4]

Beyond group norms and peer pressure, the productivity quality of peer circles also affects the likelihood of academic procrastination. Students in peer groups where members frequently delay responsibilities are more likely to adopt similar behaviour patterns. Conversely, associating with peers who are disciplined and adept at time management can help reduce the tendency to procrastinate. Peer relationships influence procrastination through social mechanisms such as direct influence, emotional support, and the habitual sharing of work practices (Afifah, 2022). Ultimately, peer environments serve as sources of norms and practices that can either reinforce or discourage procrastination tendencies among high school students. Adolescents are particularly susceptible to peer influence, both directly through social interactions and indirectly through the formation of group norms and habits. A social environment that does not support positive behaviour can become a risk factor for the development of negative behaviours, such as procrastination (Kurniawan, Y., & Sudrajat, 2018).[5]

Several studies in Indonesia have shown that academic procrastination is relatively common at both secondary and higher education levels. In one study involving 195 Grade XI high school students, time management was found to have a moderate negative correlation with academic procrastination ($R = -0.420$, $p < 0.01$), as did social support ($R = -0.062$, $p < 0.05$); together, these variables accounted for approximately 23% of the variance in procrastination levels. This finding underscores the importance of school counselors providing interventions focused on time management and strengthening support systems to reduce procrastination (journal.unnes.ac.id). Among junior high school students in coastal areas of Surabaya, the majority (about 60%) exhibited a “moderate” level of procrastination, with delaying the initiation of tasks and engaging in unrelated activities emerging as primary indicators (Aisha, E. N., Matulesy, A., & Suhadianto, 2024).[6]

In higher education, academic procrastination is also shaped by contextual and psychological factors. During online learning in the COVID-19 pandemic, the average procrastination scores of students from Universitas Negeri Medan and Universitas Tarakan fell within the low-to-moderate range, but significant differences were observed based on ethnicity and

type of university ($p = 0.002-0.003$) (Hayani, S., Dahlia, D., Khairani, M., & Amna, 2022). Furthermore, internet addiction was found to be significantly and positively correlated with academic procrastination ($r = 0.500$, $p < 0.05$), indicating that higher levels of addiction corresponded with a greater tendency to delay academic tasks (jurnal.usk.ac.id). Another study highlighted that self-regulation and social support work synergistically to suppress procrastination—students with strong self-regulation skills and robust support networks tend to be more productive and punctual in completing academic work (Aisha, E. N., Matulesy, A., & Suhadianto, 2024).

Research by Dharma (2020) revealed that around 25% of adolescents perceive procrastination as normal behavior and not a serious problem. This aligns with findings by Fadhillah, Asrori, and Fergina (2023), who reported that among 48 sampled students, 25 (52.1%) demonstrated high levels of academic procrastination. This was reflected in behaviors such as delaying assignments, completing work late, disregarding deadlines, and prioritizing other activities over academic obligations. Meanwhile, 23 students (47.9%) fell into the low-procrastination category. These findings reinforce that academic procrastination is a tangible issue among students that can hinder learning achievement if not properly addressed.

Based on observations, interviews with several subject teachers, and counseling service activities at SMA Negeri 1 Namorambe, it was found that one of the primary problems faced by students is the habit of procrastinating or postponing academic work. This habit manifests in the form of delayed task completion, lack of initiative in studying, and a tendency to prioritize non-academic activities. Procrastination can be influenced by social environments, including peer pressure, which may encourage individuals to delay work in order to align with group activities (Galugu, N. S., & Kaso, 2021). This is consistent with Jiao, Q. G., Daros-voselles, D. A., Collins, K., & Onwuegbuzie (2011), who emphasized that peer interaction significantly affects procrastination behavior, especially in situations where group norms tend to support or justify delays.

METHODS

This study employed a quantitative correlational approach to examine the relationship between peer relationships and students' academic procrastination behavior. The research was conducted at SMA Negeri 1 Namorambe, with the study population consisting of all Grade X students. The Grade X cohort comprises classes X-1 through X-7. A total of 60 students, representing 50% of the total population, were selected as the research sample. Data were collected using a questionnaire instrument designed to obtain information on peer relationships and students' academic procrastination behavior. The questionnaire was first tested for validity and reliability using SPSS software. Upon obtaining a valid and reliable instrument, the research was conducted on the selected students of SMA Negeri 1 Namorambe.

Subsequently, prerequisite tests were performed, including normality and linearity tests. Once the data met the required assumptions, a paired sample t-test was conducted to determine the extent of the relationship between the two variables.

RESULTS AND DISCUSSION

Peer Relationships

The findings on peer relationships and students' academic procrastination behavior were analyzed based on frequency distribution. Results revealed that most students had a low level of peer relationship quality, with 32 students (53.3%) categorized as low, while only one student (1.7%) was in the high category.

Table 1. Frequency Distribution of Peer Relationships

NO	INTERVAL	f	%	Category
	SKOR			
1	≥126	0	0,0	
2	102-125	1	1,7	Very High (VH))
3	78-101	22	36,7	High (H)
4	54-77	32	53,3	Moderate (M) Low (L)
5	<53	5	8,3	Very Low (VL)
Total		60	100,0	

The analysis also indicated a positive correlation between peer relationships and academic procrastination behavior. This suggests that the higher the quality of peer relationships, the greater the students' tendency to engage in academic procrastination. Although this finding may seem counterintuitive to the general understanding that social support from peers positively influences study discipline, in the academic context it may, in fact, lead to social distractions, peer influence, or task delays due to a stronger focus on non-academic social activities.

Students with strong social ties to their peers may spend more time socializing, playing, or engaging excessively in social media activities with friends rather than completing school assignments on time. In other words, strong peer relationships that are not positively directed may become a contributing factor to academic procrastination.[7] Conversely, students with lower levels of peer relationships tend to be more self-focused and engaged in independent activities, indirectly reducing the likelihood of being distracted by social engagements and thus lowering their tendency to procrastinate academically.

However, this does not imply that peer relationships should be minimized. What matters is the quality and direction of the relationship. When peer relationships are built upon positive support, mutual motivation, and shared academic goals, they can serve as a protective factor against procrastination. On the other hand, when relationships are dominated by behaviors that do not support academic activities, the risk of procrastination increases.

These findings carry important implications for teachers, school counselors, and parents: building healthy social relationships should not focus solely on the intensity of interaction, but also on the quality and values embedded in those relationships. Guidance programs emphasizing the formation of supportive study groups, time management training, and self-awareness development may be effective strategies for preventing academic procrastination, even among students with active social lives.[8]

Academic Procrastination

The frequency distribution of students' academic procrastination behavior showed that the majority, 34 students (56.7%), were categorized as low in academic procrastination, while 26 students (43.3%) fell into the moderate category. No students were found in either the high or very high categories.

Table 2. Frequency Distribution of Academic Procrastination

NO	INTERVAL SKOR	f	%	Category
1	≥126	0	0,0	Very High (VH)
2	102-125	1	1,7	High (H)
3	78-101	22	36,7	Moderate (M)
4	54-77	32	53,3	Low (L)
5	<53	5	8,3	
Total		60	100,0	Very Low (VL)

The low level of procrastination observed indicates that the majority of students in this study are relatively capable of managing their time, responsibilities, and academic tasks effectively. They tend to complete assignments on time, demonstrate an awareness of the importance of academic responsibilities, and show sufficient self-discipline in handling their learning workload.

Nevertheless, the presence of students in the moderate category—and even in the very low category—indicates variations in behavior that warrant further attention. For those in the moderate category, situational or psychological factors such as fluctuating motivation, lack of interest in certain subjects, or pressures from the learning environment may contribute to procrastination tendencies. Meanwhile, students in the very low category may possess personality traits such as perfectionism or a strong tendency to avoid failure, which indirectly motivates them to complete tasks ahead of time.

These results can also be linked to the learning environment and instructional system implemented in the school. Effective teacher supervision, structured learning processes, and social support from parents or peers may contribute to the low levels of academic procrastination observed. Furthermore, the role of school guidance and counseling services is critical in fostering students' learning awareness and time management skills.

Interestingly, when these findings are compared with the earlier results showing that peer relationship quality tends to be low while procrastination levels are also low, it suggests that poor social relationship quality does not necessarily lead to increased procrastination. In fact, students with fewer peer interactions may be more focused and responsible in completing academic tasks. This reinforces the analysis indicating a positive correlation between peer relationships and academic procrastination: the higher the intensity of non-academic peer interactions, the greater the tendency to delay tasks.

CONCLUSION

Based on a study involving 60 students, it was found that peer relationships were generally in the low category, while academic procrastination was also relatively low, indicating that most students were fairly capable of managing their time and completing assignments. However, the analysis revealed a strong and significant positive correlation between peer relationships and academic procrastination ($r = 0.710$; $p = 0.000$). This suggests that the closer the peer relationships, the higher the tendency to delay tasks, particularly when such relationships are not positively directed. Therefore, schools should promote healthy social interactions that support academic achievement through guidance and counseling services, study group activities, and learning skills training. Families are also expected to play an active role in monitoring and supporting students' study routines, fostering open communication, and serving as role models in discipline. Students, in turn, are encouraged to be more discerning in building friendships, using social relationships as a means of learning support, and practicing responsibility and time management to avoid procrastination habits. Future research is recommended to expand the number and diversity of respondents and to employ a mixed-methods approach in order to gain a more comprehensive understanding of the factors influencing peer relationships and academic procrastination.

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