


The Relationship Between Peer Social Support and Academic Procrastination Among Senior High School Students in SMA Negeri 1 Krueng Barona Jaya

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Article Info	ABSTRACT
<p>Keywords: Peer Social Support, Academic Procrastination, Students</p>	<p>Procrastination is a behaviour of delaying tasks that often occurs among students and has a negative impact on learning achievement. One external factor that can influence this behaviour is social support from peers. This study aims to determine the relationship between peer social support and academic procrastination among students at Krueng Barona Jaya State Senior High School 1. This study uses a quantitative approach with a cross-sectional design. The research population consisted of all 141 students in grades X and XI, with a sample of 59 students selected using proportional random sampling. The research instruments used were the Social Support Questionnaire (SSQ) and The Academic Procrastination Scale (APS). This study was conducted at SMA Negeri 1 Krueng Barona Jaya on 6–9 May 2025. The results showed that most students had moderate peer social support, with 24 students (40.7%) in this category and 35 students (59.3%) in the high category. Meanwhile, the level of academic procrastination among students was in the moderate category for 38 students (64.4%) and in the high category for 21 students (35.6%). The results of the Chi-Square test show a significant relationship between peer social support and academic procrastination with a p value of 0.001 ($p \leq 0.05$). This means that the higher the social support from peers, the lower the level of academic procrastination among students. This study suggests that students should be more open and seek support from peers who motivate them to study, study together, remind each other, and reduce the habit of procrastinating, so that the learning process can run optimally and academic achievement can be improved.</p>
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INTRODUCTION

Adolescents are the hope of a nation, expected to carry it forward into the future. Between the ages of 15 and 18, adolescents generally attend senior high school (SMA) Putri and Siti (2018). Education is an effort to develop one's potential, both cognitively, affectively, and psychomotorically. The educational process itself lasts throughout a person's life and is an effort to acquire knowledge, information, and skills (Arifin, 2022).

Education cannot be separated from the concept of learning, which is the primary responsibility of every individual, especially students. In senior high school, students are expected to complete assignments given by teachers on time and attend school according to the schedule (Mahardhika and Yulianita, 2024). Through these assignments, students are expected to develop discipline, a sense of responsibility, and the ability to manage their time wisely (Paragita, 2022).

In the learning process in the academic field, however, many students encounter obstacles and difficulties in carrying out academic activities within the specified time limits. Delays and failure to complete assignments within the specified time frame can be considered as academic procrastination (Tarigan et al., 2022).

The phenomenon of procrastination can be found in various areas of life, one of which is in the academic field. Academic procrastination is often equated with laziness among students. Various studies show that this behaviour has a significant impact on academic achievement. Therefore, academic procrastination is an important issue that needs attention, given its significant influence on students and suboptimal learning outcomes (Mulyono et al., 2024).

Peer social support plays an important role in reducing academic procrastination among students. When students feel supported and connected to their peers, they tend to be more motivated and feel responsible for their academic activities (Mariyati & Prihatiningrum, 2019). Positive interactions with peers can foster a sense of collective responsibility to complete tasks on time, thereby reducing the risk of unproductive delays (Safiany & Maryatmi, 2018).

In this regard, research conducted in the United States on 342 subjects revealed that 46% of them still procrastinate when completing paper assignments. In addition, 27.6% of subjects postponed their studies to prepare for exams, while 30.1% postponed their weekly reading assignments. At the lowest level, 10.6% of subjects also procrastinated on administrative tasks (Firmansyach et al., 2023). Similar findings were also identified in a study by Ji Won Youdi (in Damri et al., 2022) at a university in Korea, where 56.3% of the 569 students studied experienced academic procrastination. This delay was often caused by an interest in more enjoyable activities, resulting in delays in the submission of academic assignments. Based on this Background, the researcher wishes to conduct a study entitled The Relationship between Peer Social Support and Academic Procrastination in Students at Krueg Barona Jaya State Senior High School

METHODS

The research method used in this study was quantitative with an analytical cross-sectional study design. The research population consisted of 141 male and female students from Krueg Barona Kaya State Senior High School 1. Sampling was conducted using proportional random sampling with a sample size of 59 people. Data collection was carried out using a social support questionnaire with 40 statements and a questionnaire on academic procrastination with 20 statements. The research was conducted at State Senior High School 1 Krueg Barona Jaya Aceh Besar on 6-9 May 2025.

RESULTS

Tabel 1. Distribution of General Characteristics of Respondents Based on Age, Gender and Class at Krueng Barona Jaya State Senior High School in 2025

No	Age	Frekuensi	Presentase
1	Early Teens	53	89,9
	Late Teenager	6	10,2
	Sum	59	100.0
2	Gender	Frekuensi	Presentase
	Male	33	55,9
	Female	26	44,1
	Sum	59	100.0
3	Class	Frekuensi	Presentase
	X-1	13	22,0
	X-2	12	20,3
	XI-1	10	16,9
	X1-2	12	20,3
	X1-3	12	20,3
	Sum	59	100.0

Table 1 shows that of the 59 respondents, 53 (89.8%) were in late adolescence, 33 (55.9%) were male, and 13 (22.0%) were in Year 10.

Tabel 2. Distribution of Respondents Based on Peer Social Support Among Students at Krueng Barona Jaya State Senior High School 1 in 2025

No	Peer Social Support	Frekuensi	Persentase
1	Moderate	24	40,7
2	High	35	59,3
	Sum	59	100.0

Table 2 shows that of the 59 respondents, most experienced moderate peer social support, with 24 people (40.7%), and high peer social support, with 35 people (59.3%).

Distribution of Respondents Based on Academic Procrastination among Students at SMAN 1 Krueng Barona Jaya in 2025

No	Academic Procrastination	Frekuensi	Persentase
1	Moderate	38	64.4
2	High	21	35,6
	Sum	59	100.0

Table 3 shows that of the 59 respondents, most experienced moderate academic procrastination, with 38 people (64.4%) and 21 people (35.6%) experiencing high academic procrastination.

The Relationship Between Peer Social Support and Academic Procrastination among Students at Kreung Barona Jaya State Senior High School 1 in 2025

Peer Social Support	Academic Procrastination				Sum		P Value
	Moderate		High		f	%	
	f	%	f	%			
Moderate	23	95,8	1	4,2	24	100	0,001
High	15	42,9	20	57,1	35	100	
Sum	38	64,4	21	35,6	59	100	

Table 4 shows that of the 59 respondents, 24 respondents had moderate peer social support, with most experiencing moderate academic procrastination, namely 23 respondents (95.8%), while of the 35 respondents who had high peer social support, most experienced high academic procrastination, namely 20 respondents (57.1%). Based on the results of the test using SPSS, from the Chi-Square results, it is known that the p Value = 0.001 (<0.05), so there is a statistically significant relationship between peer social support and academic procrastination among students.

Discussion

The results of this study indicate that of the 59 respondents, the majority had moderate peer social support, with 24 people (40.7%) and high peer social support, with 35 people (59.3%). The majority of academic procrastination scores were in the moderate category, with 38 respondents (64.4%), while 21 respondents (35.6%) were in the high category. Based on the results of the test using SPSS version 27, from the Chi-Square results, it was found that the p-value was 0.001, indicating a statistically significant relationship between peer social support and academic procrastination among students.

The results of this study are consistent with the theory of peer social support, which plays an important role in reducing academic procrastination among students. When students feel supported and connected to their peers, they tend to be more motivated and feel responsible for their academic activities (Mariyati & Prihatiningrum, 2019). Positive interactions with peers can foster a sense of collective responsibility to complete tasks on time, thereby reducing the risk of unproductive delays (Safiany & Maryatmi, 2018).

Peers can provide emotional and practical support, such as sharing learning strategies or facing challenges together. By establishing healthy social relationships with friends, students will feel more motivated to overcome procrastination, improve time management, and achieve better learning outcomes (Grandis, 2019).

This is supported by the results of research conducted by Widyanti & Indriani (2024), which shows that there is a relationship between peer social support and academic procrastination among grade XI students at SMK Antartika 2 Sidoarjo (ry-227 with a significance of 0.000 < 0.05), which means that the hypothesis in this study can be accepted. The higher the peer social support, the lower the academic procrastination; conversely, the

lower the peer social support, the higher the procrastination among students in class XI at SMK Antartika 2 Sidoarjo.

This is also confirmed by the results of Sholihin's (2019) research, which shows a significant relationship between peer social support and thesis procrastination in subjects, as indicated by a value of $\gamma = -0.531$ and a significance value of $0.000 \leq 0.05$. This means that the higher the peer social support, the lower the level of thesis procrastination, and vice versa; the lower the peer social support, the higher the level of thesis procrastination behaviour.

The researcher assumes that social support from peers is one of the important factors that can influence the level of academic procrastination among students at Krueng Barona Jaya State Senior High School 1. Peer social support includes emotional support (such as empathy, attention, and comfort), informational support (such as advice and counsel), and instrumental support (such as assistance in completing tasks). When students feel accepted, listened to, and helped by their friends, they tend to have higher self-confidence and academic responsibility. This can encourage them to complete school assignments on time and reduce the tendency to procrastinate on academic work.

CONCLUSION

This research was conducted from 6 May to 9 May 2025 at Krueng Barona Jaya State Senior High School 1 with the following conclusion: There is a relationship between peer social support and academic procrastination among students at Krueng Barona Jaya State Senior High School 1 with a $p\text{-value} = 0.001 < 0.05$.

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