

The Influence of Perfectionism and Time Management on Academic Procrastination Among Management Students at UPN "Veteran" Jawa Timur Class of 2021

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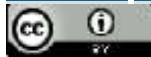
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ABSTRACT

This study aims to examine and analyze the extent of the influence exerted by the factors of perfectionism and time management skills on the phenomenon of academic procrastination among students of the Management Study Program at UPN "Veteran" Jawa Timur, Class of 2021. The research employed a quantitative approach, involving 75 respondents as research subjects. Data analysis was conducted using the Structural Equation Modeling method with the Partial Least Squares (SEM-PLS) approach, operated through the SmartPLS version 4.0 application. The findings indicate that perfectionism is positively correlated with higher levels of academic procrastination among students, while limitations in time management skills also significantly contribute to the emergence of academic procrastination behavior.

INTRODUCTION

Education represents one of the most crucial aspects of human life. Education generally aims to create effective and efficient learning and teaching environments. However, in its implementation, challenges still exist that hinder educational growth. In higher education institutions, students serve as academics who continuously face and bear responsibilities of both academic and non-academic nature. Among these, one of the most significant is the thesis, which tends to present the greatest likelihood of causing students to engage in procrastination.

In psychology, procrastination refers to the delay in completing tasks. Procrastination is defined as the deliberate act of postponing something that is performed repeatedly with consistent intensity. Procrastination can occur across various aspects of life, including academic pursuits. Procrastination in thesis completion may involve delays in both the execution and finalization of the work, resulting in untimely completion. Procrastination can be caused by various contributing factors, one of which is perfectionist tendencies. Perfectionism is a psychological condition in individuals characterized by the establishment of exceptionally high standards in task completion, as well as the perception of mistakes as indicators of significant failure.

This condition can result in delayed task completion due to the fear of not achieving perfect results according to established standards. Perfectionism has a close relationship with time, as completing something perfectly generally requires a longer time frame. Indirectly, this demonstrates the important role of time management in avoiding procrastination. Time management aims to assist individuals in organizing their priorities when performing tasks so that they can be completed effectively.

The research subjects of this study were Management students at UPN "Veteran" Jawa Timur Class of 2021 who had not yet begun their thesis work. There were 75 students who had not started their thesis work, who were suspected to exhibit tendencies toward delaying task completion. Student behaviors that excessively demand perfection and establish excessively high standards, as well as ineffective time utilization, were suspected to be factors contributing to the emergence of delays or procrastination. This study is intended to examine the impact of perfectionism factors and time management capabilities on academic procrastination behavior among Management Study Program students at UPN "Veteran" Jawa Timur Class of 2021.

Research on academic procrastination has been widely conducted from various perspectives, such as the influence of self-efficacy, learning motivation, and external factors like academic environment. However, there remains a lack of studies that concurrently examine two critical internal factors in students, perfectionism and time management, particularly among those who have not yet begun working on their final thesis. Previous studies have often portrayed perfectionism as a positive trait contributing to academic achievement, without adequately addressing how the maladaptive dimension of perfectionism can actually trigger procrastination behaviors. Meanwhile, although time management has frequently been discussed in relation to learning productivity,

there is still limited research that explicitly links poor time management to the emergence of academic procrastination, especially during critical academic phases such as thesis writing.

Furthermore, few studies have focused on the specific context of Management students at public universities such as UPN "Veteran" Jawa Timur, who may encounter unique academic demands and behavioral patterns. Therefore, this study aims to fill the aforementioned gap by analyzing the simultaneous effects of perfectionism and time management on academic procrastination. The findings are expected to offer new insights for the development of effective intervention strategies to assist students in overcoming delays in academic task completion.

THEORETICAL REVIEW

Perfectionism

Perfectionism is a personality characteristic that causes individuals to reject all forms of imperfection and regard them as unacceptable conditions. A person can be considered a perfectionist when they depend on distant targets and high standards that they establish for themselves. Perfectionism is classified into two types: adaptive perfectionism and maladaptive perfectionism. Adaptive perfectionism is a trait where an individual feels satisfied with their achievements and possesses enthusiasm in reaching established targets, thus it can also be referred to as positive perfectionism. Meanwhile, maladaptive perfectionism is a trait where an individual has unrealistic targets that they perceive as difficult to achieve, resulting in feelings of anxiety and fear of disappointment when targets cannot be met.

Based on the exposition presented above, it can be concluded that perfectionism is an individual's tendency to consistently strive for optimal results, even when such efforts exceed their available abilities and capacity. According to Waruwu & Lubis (2023), there are several indicators that characterize perfectionism, namely: (1) Setting high standards for oneself; (2) Having strong determination to avoid mistakes and failures; (3) Expecting perfection from others; (4) Responding to mistakes excessively; and (5) Feeling pressured by the surrounding environment.

Time Management

Time management refers to an individual's ability to establish priority scales and strategically organize the utilization of time and resources to achieve specific objectives. Effective time management not only helps complete tasks in a more organized manner but also prevents unnecessary fatigue. Its primary purpose is to optimize efficiency, effectiveness, and productivity in every activity undertaken.

Therefore, it can be concluded that time management is the process of consciously designing and controlling time utilization so that work can be completed in a more structured and optimal manner.

According to Kurniati et al. (2023), there are several indicators for measuring an individual's time management practices, namely: (1) Setting goals; (2) Establishing priorities; (3) Creating schedules; (4) Minimizing distractions; and (5) Delegating tasks.

Academic Procrastination

Procrastination is a term adopted from Latin that means "I will do it later". Therefore, procrastination can be defined as the act of postponing work that should be completed immediately. The phenomenon of procrastination that occurs within the higher education context is known as academic procrastination. The tendency to delay academic tasks or procrastination behavior can be influenced by two classifications of contributing factors: internal and external factors. Internal factors encompass various aspects such as physical condition and individual psychological state, while external factors relate to parenting styles and environmental conditions that contribute to shaping an individual's behavioral patterns.

Based on the description above, academic procrastination can be defined as an individual's tendency to avoid or postpone the completion of academic tasks, either deliberately or unconsciously, with a propensity to divert attention to other activities that are perceived as more interesting or urgent at that time. According to Nurmaidah (2023), procrastination can be reflected through several indicators: (1) Tendency to postpone work; (2) Engaging in unproductive activities; (3) Untimely completion of work; and (4) Actual results differing from planned outcomes.

METHODOLOGY

This study employs a quantitative research method with data collection techniques through electronic questionnaire distribution using the Google Forms platform. Data analysis was conducted using the Structural Equation Modeling (SEM) method with a Partial Least Square (PLS) approach, while data processing was operated through SmartPLS version 4.0 application to test the formulated hypotheses. The sampling technique employed was the saturated sampling method, involving the entire population that met the research criteria, resulting in 75 respondents who were Management Study Program students at UPN "Veteran" Jawa Timur Class of 2021 who had not yet begun the thesis writing process.

RESULTS AND DISCUSSION

Table. 1 Outer Loadings

	Perfectionism (X1)	Time Management (X2)	Academic Procrastination (Y)

X1.1	0.706		
X1.2	0.900		
X1.3	0.806		
X1.4	0.787		
X2.1		0.813	
X2.2		0.736	
X2.3		0.789	
X2.4		0.748	
Y1.1			0.756
Y1.2			0.748
Y1.3			0.716
Y1.4			0.824

Source: Processed Data

The assessment of indicator validity was conducted through systematic examination of factor loading coefficients for each indicator within its respective variable construct. Indicators are deemed to possess adequate validity when their factor loading coefficients exceed 0.5 and/or their corresponding T-statistic values surpass the critical threshold of 1.96 (utilizing the Z distribution at a significance level of $\alpha = 0.05$). Factor loadings quantify the strength of correlation between individual indicators and their associated constructs. When correlation coefficients achieve values above 0.5, the respective indicators may be classified as demonstrating acceptable validity. Likewise, T-statistic values exceeding 1.96 establish statistical significance for the observed relationships.

Analysis of the Outer Loading matrix reveals that all reflective indicators corresponding to the constructs of Perfectionism (X1), Time Management (X2), and Academic Procrastination (Y) exhibit factor loading coefficients exceeding 0.50 and T-statistic values surpassing the critical threshold of 1.96 ($\alpha = 5\%$). These empirical results confirm that all indicators have fulfilled the convergent validity criteria and warrant classification as valid measurement instruments. Furthermore, indicator validity assessment may be supplemented through Cross Loading analysis. An indicator demonstrates validity when its factor loading

coefficient on its designated variable construct exceeds the corresponding loading values on alternative variables. Conversely, indicators exhibiting lower loading values on their intended constructs relative to other variables fail to satisfy the established validity requirements.

Table 2. Cross Loading

	Perfectionism (X1)	Time Management (X2)	Academic Procrastination (Y)
X1.1	0.706	0.000	0.543
X1.2	0.900	-0.078	0.640
X1.3	0.806	-0.094	0.635
X1.4	0.787	0.060	0.578
X2.1	0.018	0.813	-0.314
X2.2	0.037	0.736	-0.357
X2.3	-0.063	0.789	-0.451
X2.4	-0.111	0.748	-0.299
Y1.1	0.456	-0.394	0.756
Y1.2	0.610	-0.313	0.748
Y1.3	0.575	-0.292	0.716
Y1.4	0.624	-0.437	0.824

Source: Processed Data

The analytical findings from the cross loading table indicate that each indicator in the variables of Perfectionism (X1), Time Management (X2), and Academic Procrastination (Y) demonstrates higher loading values on their respective variable constructs compared to their loading values on other variables. The empirical evidence confirms that all measurement indicators utilized in this study have fulfilled the established validity criteria and can be considered appropriate instruments for assessing the target variables.

Table 3. Average Variance Extracted

	AVE
Perfectionism (X1)	0.644
Time Management (X2)	0.596
Academic Procrastination (Y)	0.580

Source: Processed Data

Average Variance Extracted (AVE) Analysis

The subsequent phase of measurement model assessment involves examining Average Variance Extracted (AVE) coefficients, which quantify the proportion of indicator variance attributable to the respective latent constructs. Constructs are deemed to possess satisfactory convergent validity when their AVE coefficients exceed the critical threshold of 0.5. For reflective measurement models, this validity assessment is conducted through systematic evaluation of AVE values across all variable constructs. When individual constructs exhibit AVE coefficients surpassing 0.5, the measurement model may be characterized as demonstrating acceptable psychometric properties.

The AVE analysis yields the following results: the Perfectionism construct (X1) recorded a coefficient of 0.644, the Time Management construct (X2) produced a value of 0.596, and the Academic Procrastination construct (Y) yielded a coefficient of 0.580. All three latent variables demonstrate coefficients that substantially exceed the established minimum criterion of 0.5. Consequently, the empirical evidence confirms that all constructs within this investigation possess adequate convergent validity levels.

Table 4. Composite Reliability

	<i>Composite Reliability</i>
Perfectionism (X1)	0.878

Time Management (X2)	0.855
Academic Procrastination (Y)	0.847

Source: Processed Data

The Composite Reliability testing results show that the Perfectionism variable (X1) obtained a value of 0.878, the Time Management variable (X2) achieved a value of 0.855, and the Academic Procrastination variable (Y) demonstrated a value of 0.847. All three variables display composite reliability values that exceed the minimum standard of 0.70. Therefore, all variables in this study can be declared to have good levels of reliability.

Table 5. Latent Variable Correlations

	Perfectionism (X1)	Time Management (X2)	Academic Procrastination (Y)
Perfectionism (X1)	1.000	-0.039	0.749
Time Management (X2)	-0.039	1.000	-0.473
Academic Procrastination (Y)	0.749	-0.473	1.000

Source: Processed Data

Within the PLS-SEM framework, inter-construct relationships may exhibit correlations among both exogenous and endogenous variables, as well as between exogenous variables themselves. These associative patterns are discernible through examination of the Latent Variable Correlations matrix presented above. Correlation coefficients are bounded by an upper limit of 1.0, whereby values approaching this maximum threshold indicate increasingly robust relationships between the respective constructs.

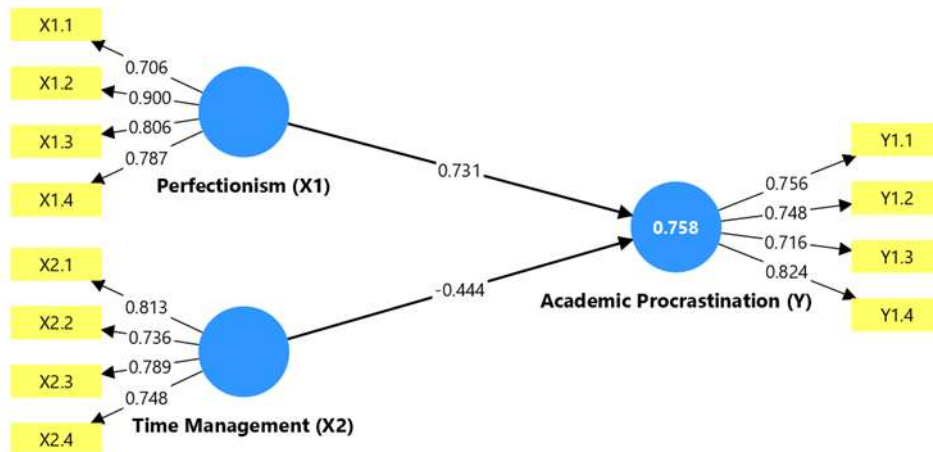
Analysis of the latent variable correlations matrix reveals correlation coefficients averaging above 0.5 across all construct pairs. The most pronounced correlation coefficient is observed between the Perfectionism construct (X1) and the Academic Procrastination construct (Y), registering a value of 0.749. This finding suggests that the association between Perfectionism (X1) and Academic Procrastination (Y) exhibits greater magnitude compared to the correlational relationships observed among other variable pairs in the model.

Table 6. R-square

	R-square
Academic Procrastination (Y)	0.758

Source: Processed Data

The R-square coefficient of 0.758 indicates that the proposed research model accounts for 75.80% of the variance in Academic Procrastination. The remaining 24.20% of variance is attributable to exogenous variables beyond the scope of Perfectionism and Time Management constructs.



Source: Processed Data

Figure 1. Outer Model

The PLS model output diagram illustrates several key statistical parameters essential for model evaluation. Factor loading coefficients for each measurement indicator are displayed adjacent to the pathways connecting individual indicators to their respective latent constructs. Furthermore, the structural path coefficients, which quantify the strength of relationships between exogenous and endogenous variables, are positioned along the connecting pathways between constructs. The R-square statistic, representing the proportion of variance in endogenous variables explained by the exogenous predictors, is presented within the circular node corresponding to the Academic Procrastination construct.

Table 7. Path Coefficients

	Path Coefficients (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistics (O /STDEV)	P Values
Perfectionism (X1) -> Academic Procrastination (Y)	0.731	0.725	0.069	10.590	0.000

Time Management (X2) -> Academic Procrastination (Y)	-0.444	-0.437	0.092	4.817	0.000
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Source: Processed Data

H1: A positive association exists between Perfectionism and Academic Procrastination, indicating that higher levels of perfectionism correspond to increased procrastination tendencies.

The path coefficient analysis presented in Table 7 reveals that perfectionism exerts a statistically significant positive influence on academic procrastination, evidenced by a path coefficient of 0.731 and a corresponding p-value of 0.000. These empirical results demonstrate strong statistical support for the hypothesized relationship, thereby confirming that the first research hypothesis is substantiated by the data and warrants acceptance.

H2: The empirical findings reveal that Time Management exerts a protective influence against Academic Procrastination, with stronger time management competencies associated with decreased procrastination levels.

Additionally, the analytical findings in Table 7 demonstrate that time management exhibits a statistically significant negative influence on academic procrastination, as indicated by a path coefficient of -0.444 and a p-value of 0.000. These statistical outcomes provide compelling evidence supporting the theoretical proposition, thus validating that the second research hypothesis is empirically supported and merits acceptance.

CONCLUSIONS AND RECOMMENDATIONS

Based on the aforementioned findings, several strategic recommendations merit consideration for implementation. While maintaining high standards and demonstrating commitment to error avoidance during task completion represents commendable academic behavior, excessive perfectionist tendencies may prove counterproductive and yield detrimental outcomes for students. Academic success should prioritize consistent progress over absolute perfection. Given the varying complexity and requirements of academic tasks, students must cultivate a balanced approach that harmonizes quality aspirations with progressive achievement, thereby ensuring timely task completion.

Moreover, effective time management constitutes a fundamental competency that enables students to maximize their temporal resources. Each academic assignment requires systematic evaluation based on its objectives, significance, and anticipated outcomes. This deliberate assessment process cultivates intrinsic motivation and enhances personal accountability, ultimately strengthening students' capacity to manage academic responsibilities with greater efficiency and effectiveness.

FURTHER STUDY

For future research, it is expected that subsequent researchers will be able to explore additional determinants that may potentially influence academic procrastination, in order to deepen the scope and analytical depth of the study.

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