

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The study conducted on thesis-writing university students at State Islamic University of Sultan Thaha Saifuddin Jambi provides valuable insights into the influence of self-regulated learning, social support, academic stress, and academic procrastination. This study examined the influence of self-regulated learning, social support, and academic stress with academic procrastination of thesis-writing university students, incorporating both quantitative and qualitative approaches. The findings provide a comprehensive understanding of the factors influencing procrastination by highlighting influences and detailed lived experiences.

Quantitative analysis revealed a positive and significant influence of self-regulated learning and academic procrastination, indicating that students with poor self-regulated are more prone to procrastination. Qualitative findings supported this identifying personal, behavioral, and environmental factors that hinder effective self-regulated. Personal factors as lack of motivation, feel perfectionism, anxiety, stress, overthinking, and language competence were significant barriers. For example, participants struggled to maintain motivation, exacerbated by isolation, fear of criticism, and self-doubt. Behavioral factors as poor time management, reliance on deadlines, and difficulty managing distractions contributed to procrastination. Participants often avoided thesis tasks until deadlines loomed, relying on urgency for motivation. Environmental factors

as limited social support and difficulties accessing academic resources, particularly references in English, further delayed progress.

Quantitative analysis also found a negative and significant influence of social support and academic procrastination, suggesting that increased social support reduces procrastination. Qualitative data revealed three key themes: Direction as emotional support from friends was critical but often insufficient due to differing life stages. Loss of peer networks amplified feelings of isolation and demotivation. Disposition as limited family support and high expectations created tension and hindered progress. Participants often felt overwhelmed by the pressure to meet family and societal standards. Description/Evaluation as participants struggled with difficulties in establishing specific academic support, avoided academic topics in social interactions, and feared judgment or criticism. Negative responses from social and familial environments further perpetuated procrastination.

Lastly, in quantitative analysis showed a negative and significant influence of academic stress and academic procrastination, suggesting that stress sometimes reduces procrastination by increasing awareness of deadlines. However, qualitative findings nuanced this understanding by identifying external stressors that contributed to procrastination as Pressure for High Achievement as parental expectations to graduate soon, feel perfectionism from supervisors, and intimidating consultations caused anxiety and avoidance behaviors. Academic Intensity/Deadline Pressure as approaching university deadlines heightened stress, creating urgency but also overwhelming participants. And Social Status

Expectations as comparisons with peers, societal pressure, and family judgments amplified stress and self-doubt, leading to procrastination.

Overall, this study underscores the complexity of academic behaviors in thesis writing, suggesting that a balanced approach to self-regulated learning, coupled with strong social support and an understanding of the motivational aspects of academic stress, can significantly enhance students' ability to manage procrastination and succeed in their thesis writing.

5.2 Suggestion

Based on the results of the study regarding the influence of self-regulated learning, social support and academic stress with academic procrastination in thesis writing, the researcher provides several suggestions to students, lecturers, and future researchers as follows:

1. For the students

Students need to realize the importance of self-management in the thesis writing process. They should actively seek social support from friends and family to reduce the academic stress experienced. In addition, students are advised to develop good time management skills in order to complete assignments on time and avoid procrastination. By understanding the factors that influence stress and procrastination, students can better manage their academic load and improve overall academic performance.

2. For advisors

Lecturers should provide greater support to students in the thesis writing process. This can be done by providing constructive and positive feedback, as well as creating a supportive learning environment. Lecturers are also advised to

hold regular guidance sessions that allow students to discuss their progress and challenges faced. In this way, lecturers can help students overcome academic stress and increase their motivation in completing the thesis.

3. For future researchers

For future researchers, it is recommended to conduct further research involving additional variables, such as learning style and other psychological factors that can affect academic procrastination. This research can also be conducted in various educational contexts to gain a more comprehensive understanding of the influence of these variables. In addition, future researchers are expected to explore effective interventions to reduce academic stress and procrastination of university students, so that the results of the study can make a greater contribution to the development of effective learning strategies.