

DAFTAR PUSTAKA

- Al Mahadin, L., & Hallak, L. (2021). The lack of visual interaction in online classes and its effect on the learning experience of students during the covid-19 pandemic: A survey of a bahraini private university students. *Available at SSRN 3874420*.
- Aristi, T. W., Siaputra, I. B., & Natalya, L. (2019). Later will becomes never!!! Studi deskriptif prokrastinasi (aktif dan pasif). *Calyptra*, 8(1), 439–447.
- Aslamawati, Y., & Miftah, M. (2015). Studi korelational antara self-efficacy dengan prokrastinasi akademik dalam pemenuhan mata kuliah praktikum (studi pada mahasiswa fakultas psikologi unisba). *Prosiding SNaPP: Kesehatan (Kedokteran, Kebidanan, Keperawatan, Farmasi, Psikologi)*, 1(1), 263–270.
- Baticulon, R. E., Sy, J. J., Alberto, N. R. I., Baron, M. B. C., Mabulay, R. E. C., Rizada, L. G. T., Tiu, C. J. S., Clarion, C. A., & Reyes, J. C. B. (2021). Barriers to online learning in the time of COVID-19: A national survey of medical students in the Philippines. *Medical Science Educator*, 31(2), 615–626.
- Choi, J. N., & Moran, S. V. (2009). Why not procrastinate? Development and validation of a new active procrastination scale. *The Journal of Social Psychology*, 149(2), 195–212. <https://doi.org/10.3200/SOCP.149.2.195-212>
- Chotimah, C., & Nurmufida, L. (2020). Pengaruh self regulated learning dan pola asuh orang tua terhadap prokrastinasi akademik mahasiswa. *J-MPI (Jurnal Manajemen Pendidikan Islam)*, 5(1), 55–65.
- Chu, A. H. C., & Choi, J. N. (2005). Rethinking procrastination: Positive effects of “active” procrastination behavior on attitudes and performance. *Journal of Social Psychology*, 145(3), 245–264. <https://doi.org/10.3200/SOCP.145.3.245-264>
- Corkin, D. M., Yu, S. L., & Lindt, S. F. (2011). Comparing active delay and procrastination from a self-regulated learning perspective. *Learning and Individual Differences*, 21(5), 602–606. <https://doi.org/10.1016/j.lindif.2011.07.005>
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience* (Vol. 1990). Harper & Row.
- Csikszentmihalyi, M. (1997). Flow and education. *NAMTA Journal*, 22(2), 2–35.
- Csikszentmihalyi, M. (2014). *Applications of flow in human development and education*. Springer.
- Gendron, A. L. (2011). *Active procrastination, self-regulated learning and*

academic achievement in university undergraduates. [University of Victoria].
<http://hdl.handle.net/1828/3524>

- Gravetter, F. J., & Wallnau, L. B. (2013). *Statistics for the behavioral sciences: International edition*. Canada: Wadsworth, Cengage Learning.
- Handaru, A. W., Lase, E. P. S., & Paramita, W. (2014). Analisis perbedaan tingkat prokrastinasi ditinjau dari gender, socio-personal, locus of control serta kecerdasan emosional: Studi pada mahasiswa program studi Manajemen FE UNJ. *JRMSI-Jurnal Riset Manajemen Sains Indonesia*, 5(2), 243–263.
- Haryanti, A., & Santoso, R. (2020). Prokrastinasi akademik pada mahasiswa organisasi. *SUKMA: Jurnal Penelitian Psikologi*, 1(1).
- Hensley, L. C. (2016). The draws and drawbacks of college students' active procrastination. *Journal of College Student Development*, 57(4), 465–471. <https://doi.org/10.1353/csd.2016.0045>
- Hidayati, N., & Aulia, L. A.-A. (2019). Flow akademik dan prokrastinasi akademik. *Jurnal Psikologi: Jurnal Ilmiah Fakultas Psikologi Universitas Yudharta Pasuruan*, 6(2), 128–144.
- Jackson, S. A., & Marsh, H. W. (1996). Development and validation of a scale to measure optimal experience: The Flow State Scale. *Journal of Sport and Exercise Psychology*, 18(1), 17–35.
- Jaya, S. R. L. (2016). Studi deskriptif kuantitatif: Prokrastinasi pada mahasiswa fakultas psikologi universitas sanata dharma. *Yogyakarta: Universitas Sanata Dharma*.
- Khoirunnisa, R. N., Jannah, M., Dewi, D. K., & Satiningsih, S. (2021). Prokrastinasi akademik mahasiswa tingkat akhir pada masa pandemi covid-19. *Jurnal Psikologi Teori Dan Terapan*, 11(3), 278–292.
- Kim, E., & Seo, E. H. (2013). The relationship of flow and self-regulated learning to active procrastination. *Social Behavior and Personality: An International Journal*, 41(7), 1099–1113. <https://doi.org/10.2224/sbp.2013.41.7.1099>
- McCloskey, J. (2012). *Finally, my thesis on academic procrastination*.
- McCloskey, J., & Scielzo, S. A. (2015). Finally!: The development and validation of the academic procrastination scale. *Manuscript Submitted for Publication*.
- Muyana, S. (2018). Prokrastinasi akademik dikalangan mahasiswa program studi bimbingan dan konseling. *Counsellia: Jurnal Bimbingan Dan Konseling*, 8(1), 45. <https://doi.org/10.25273/counsellia.v8i1.1868>
- Nakamura, J., & Csikszentmihalyi, M. (2014). The concept of flow. In *Flow and the foundations of positive psychology* (pp. 239–263). Springer.

- Pradana, A. S., & Putri, D. E. (2019). Flow experience dan prokrastinasi akademik pada mahasiswa. *Jurnal Psikologi*, 12(1), 44–56. <https://doi.org/10.35760/psi.2019.v12i1.1915>
- Puspita, R. D. (2014). *Hubungan antara flow dan prokrastinasi akademik ditinjau dari temporal motivation theory* [Universitas Surabaya]. <http://digilib.ubaya.ac.id/pustaka.php/236184>
- Putri, B. D. (2020). *Pengaruh self-criticism terhadap perilaku prokrastinasi akademik pada mahasiswa universitas muhammadiyah jember*. Universitas Muhammadiyah Jember. <http://repository.unmuhjember.ac.id/id/eprint/4122>
- Rijavec, M., Ljubin Golub, T., & Olčar, D. (2016). Can learning for exams make students happy? Faculty related and faculty unrelated flow experiences and well-being. *Croatian Journal of Education*, 18(1), 153–164. <https://doi.org/10.15516/cje.v18i0.2223>
- Rizkyani, A. M., Feronika, T., & Saridewi, N. (2020). Hubungan antara self regulated learning dengan prokrastinasi akademik pada mahasiswa pendidikan kimia di masa pandemi Covid-19. *EDUSAINS*, 12(2), 252–258.
- Rogatko, T. P. (2009). The influence of flow on positive affect in college students. *Journal of Happiness Studies*, 10(2), 133–148. <https://doi.org/10.1007/s10902-007-9069-y>
- Seo, E. H. (2011). The relationships among procrastination, flow, and academic achievement. *Social Behavior and Personality: An International Journal*, 39(2), 209–217. <https://doi.org/10.2224/sbp.2011.39.2.209>
- Srantih, T. (2012). *Pengaruh perfeksionisme terhadap prokrastinasi akademik pada mahasiswa yang sedang mengerjakan skripsi di Fakultas Psikologi angkatan 2005-2007 UIN Sunan Gunung Djati Bandung* [UIN Sunan Gunung Djati Bandung]. <http://digilib.uinsgd.ac.id/id/eprint/1043>
- Sumaya, I. C., & Darling, E. (2018). Procrastination, flow, and academic performance in real time using the experience sampling method. *The Journal of Genetic Psychology*, 179(3), 123–131. <https://doi.org/10.1080/00221325.2018.1449097>
- Sundaramoorthy, J. (2018). Self-regulated learning strategies of active procrastinating pre-university students. *Electronic Journal of Research in Educational Psychology*, 16(2), 325–343.
- Umari, T., Rusandi, M. A., & Yakub, E. (2020). Prokrastinasi akademik mahasiswa fkip universitas riau. *Jurnal Pendidikan*, 11(1), 12–19.
- Yanti, N. K. W. (2021). Dampak pandemi covid-19 pada kesehatan psikologis mahasiswa dalam proses pembelajaran. *Health Care Media*, 5(1), 39–46.
- Zusya, A. R., & Akmal, S. Z. (2016). Hubungan self efficacy akademik dengan

prokrastinasi akademik pada mahasiswa yang sedang menyelesaikan skripsi.
Psymphatic: Jurnal Ilmiah Psikologi, 3(2), 191–200.

