

The Effect of Social Support on Academic Procrastination among University Students: The Mediating Roles of Intrinsic Learning Motivation and Resilience

Azra Fauziyah¹, Armianti^{2*}

^{1,2} Faculty of Economics and Business, Universitas Negeri Padang, Indonesia

*Corresponding Author, ✉ armiati@fe.unp.ac.id

ARTICLE HISTORY

Received: 22 June 2026

Revised: 05 July 2026

Accepted: 13 July 2026

KEYWORDS

Social Support; Academic Procrastination; Intrinsic Learning Motivation; Resilience; University Students.

ABSTRACT

Academic procrastination remains a common challenge in higher education, as it can lower academic achievement, reduce student engagement in the learning process, and delay the completion of studies. This study aims to analyze the effect of social support on academic procrastination among students at Universitas Negeri Padang by testing the mediating roles of intrinsic motivation to learn and resilience. This study utilized a quantitative approach with an explanatory design. A total of 396 students were selected through proportional random sampling from a population of 35,830 active undergraduate students. Data were collected using an online questionnaire and analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS). The results showed that social support had a significant negative effect on academic delay ($\beta = -0.276$, $p < 0.001$) and a positive effect on intrinsic learning motivation ($\beta = 0.587$, $p < 0.001$) and resilience ($\beta = 0.504$, $p < 0.001$). In addition, intrinsic learning motivation ($\beta = -0.329$, $p < 0.001$) and resilience ($\beta = -0.219$, $p < 0.001$) were also found to reduce academic procrastination. Indirect effect analysis confirms that these two variables mediate the relationship between social support and academic procrastination. In other words, students who receive greater social support tend to have higher levels of intrinsic motivation and resilience, making them better able to avoid academic procrastination. These findings expand the application of Self-Determination Theory by demonstrating that social support influences academic procrastination through motivational and psychological mechanisms. The results of this study provide guidance for universities to strengthen students' resilience in order to reduce rates of academic procrastination.

INTRODUCTION

Academic procrastination remains a significant issue within higher education because it can adversely affect students' academic achievement, mental well-being, and the ability to complete their studies on schedule. According to Ferrari, J. R., Johnson, J. L., & McCown (1995), academic procrastination refers to the deliberate postponement of academic responsibilities, even when individuals recognize the potential adverse consequences of such behavior. Empirical evidence consistently indicates that procrastination is associated with poorer academic performance, increased stress, reduced engagement in learning activities, and prolonged study time (Steel, 2007; Svartdal et al., 2020). In recent years, increasing academic demands and workload have further intensified procrastination behavior among university students (Yang, 2021; Chen et al., 2025). Consequently, an important concern in educational research is identifying the factors that contribute to academic procrastination.



This issue is becoming more prevalent in higher education as students must manage a variety of academic responsibilities independently. The number of active undergraduate (S1) students, based on student statistics at Universitas Negeri Padang (UNP) for the January-June 2026 academic semester, was 35,830. The State University of Padang (UNP) likewise confronts problems with students completing their courses on schedule. The Executive Information System shows that across many faculties, the average time to complete a thesis remains relatively long. The Faculty of Tourism and Hospitality had the longest average completion length (3.29 semesters), followed by the Faculty of Economics and Business (3.14 semesters), the Faculty of Social Sciences (3.05 semesters), and the Faculty of Psychology and Health (3.02 semesters). The data show that many students still struggle to cope with academic responsibilities and complete their final assignments on time. Thus, it is necessary to identify variables contributing to academic procrastination to enhance academic success and timely graduation.

To examine this phenomenon in detail, a preliminary study was undertaken on 40 students from the Faculty of Economics and Business, Universitas Negeri Padang. The result showed that the academic procrastination was categorised as frequent with a Respondent Achievement Level (TCR) of 62.97%. Social support was also quite low, with a TCR of 62.03%. Intrinsic Learning Motivation was likewise given a low TCR of 61.63%. Resilience was given a TCR of 62.29%. The results reveal that students still face problems stemming from environmental and psychological factors that may increase their vulnerability to academic procrastination. The results of this study align with research by Lintang M. Cahyani and Kristiani (2022), which shows that social support and academic resilience have a significant effect on students' procrastinating behaviour.

This research is based on the ideas of Self-Determination Theory (SDT) developed by Deci & Ryan (2000). This paradigm posits that students are more likely to engage in constructive and adaptive behaviours to the extent that their basic psychological needs (autonomy, competence, and relatedness) are sufficiently satisfied. Meeting these basic requirements increases intrinsic motivation, improves psychological well-being, and promotes positive behavioural outcomes. (Ryan & Deci, 2020) Supportive surroundings in educational settings foster students' involvement, persistence, and motivation (Howard et al., 2021). Thus, SDT provides a useful paradigm for understanding how social support may influence academic procrastination through motivational and psychological processes.

Social support, which includes emotional, informational, instrumental, and companionship assistance, is documented across the literature as a key factor influencing academic procrastination (Sarafino & Smith, 2014; House, 1981). Research has indicated that learners who experience greater levels of social support are generally more resilient in managing scholastic demands, thereby reducing their likelihood of procrastination. (Yang, 2021) found that social support reduced procrastination through the mediation of self-compassion coupled with emotional regulation, while Chen et al. (2025) reported that it decreased academic procrastination and enhanced intrinsic learning motivation. Similarly, Zhang et al. (2024) demonstrated that social support strengthened resilience and indirectly reduced procrastination behavior. Consistent with these findings, Abd. Madjid (2021a), Widya et al. (2023), Ramdhani & Bintang (2025), Utami (2023), Miller et al. (2024), and Tutik & Ansyah (2025) also reported that learners who perceive substantial social encouragement generally exhibit lower levels of academic procrastination. These outcomes imply that social support is a critical element in mitigating the likelihood of academic procrastination.

Along with social support, intrinsic motivation to learn and resilience are key determinants of academic behavior. Driven by inherent interest rather than external rewards (Deci & Ryan, 2000), intrinsic motivation fosters deeper engagement and commitment to scholastic tasks (Barkoukis et al., 2008; Howard et al., 2021). It is enhanced by social support (Mauliddya & Rustam, 2019; Aini & Aeni, 2025) and serves as a crucial mediator in mitigating academic procrastination (Chen et al., 2025). Similarly, resilience, the capacity to adapt and persist through difficulties (Cassidy, 2016a; Connor & Davidson, 2003), significantly reduces procrastination tendencies. Highly resilient students cope better with academic pressures, allowing them to maintain the consistent effort needed to achieve their goals (Zhang et al., 2024; Li et al., 2024). Similar findings were reported by Cahyani et al.

(2022), Madjid et al. (2021), Noviana et al. (2023), and Lestari (2025), who found that resilience is associated with lower levels of academic procrastination.

Previous studies have demonstrated that social support influences academic procrastination through multiple psychological mechanisms. Chen et al. (2025) showed that intrinsic learning motivation mediates this relationship, while Zhang et al. (2024) found that resilience also acts as a mediator. However, research that simultaneously integrates these two mediating variables into a single research model remains limited, particularly in the context of higher education in Indonesia. This limitation means that the mechanisms through which social support influences academic procrastination via motivational and psychological pathways are not yet fully understood.

Based on this research gap, this study aims to analyze the effect of social support on academic procrastination among students at Universitas Negeri Padang, with intrinsic learning motivation and resilience used as mediating variables. This study is expected to provide a more comprehensive insight into the psychological mechanisms explaining the relationship between social support and academic procrastination among students. This study offers both theoretical and practical contributions. Theoretically, it extends the application of Self-Determination Theory by simultaneously testing the roles of intrinsic motivation to learn and resilience as mediating mechanisms linking social support and academic procrastination. Practically, the results of this study are expected to serve as a basis for universities in designing academic support programs capable of enhancing intrinsic learning motivation, strengthening students' resilience, and reducing academic procrastination, thereby supporting the timely completion of studies.

HYPOTHESIS DEVELOPMENT

Based on the theoretical framework and findings from previous research, this study develops a conceptual model that explains the relationship between social support and academic procrastination, taking into account the mediating roles of intrinsic learning motivation and resilience. Social support is viewed as a psychosocial resource that helps students meet their academic and psychological needs through emotional, informational, and instrumental support, as well as friendship. Based on this model, this study proposes seven hypotheses to test the direct and indirect relationships among these variables. Testing these hypotheses is expected to provide a more comprehensive understanding of the motivational and psychological mechanisms underlying the influence of social support on academic procrastination among students at Universitas Negeri Padang.

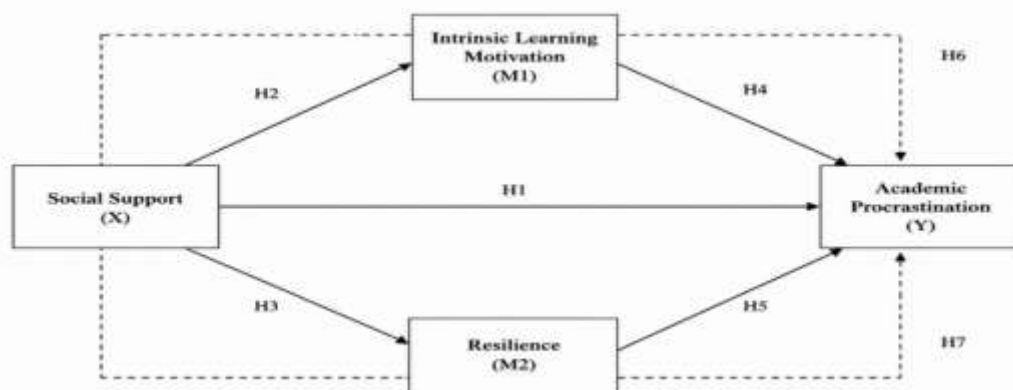


Figure 1. Research Hypothesis Framework

Source: Compiled by the authors (2026)

Direct and Indirect Effect Hypotheses

Social support is a psychosocial resource that helps students cope with academic demands through emotional, informational, instrumental, and friendship-based support. Based on Self-Determination Theory (Deci & Ryan, 2000), social support fulfills the need for relatedness, thereby increasing intrinsic motivation to learn, strengthening resilience, and reducing the tendency to procrastinate on academic tasks. Findings from

previous research also indicate that social support influences academic procrastination both directly and through increased intrinsic motivation to learn and resilience (Yang, 2021; Chen et al., 2025; Zhang et al., 2024).

Furthermore, intrinsic motivation to learn and resilience are key factors influencing students' academic behavior. Students with high intrinsic learning motivation tend to be more active and consistent in completing tasks, while students with high resilience are better able to cope with academic pressure, thereby reducing the tendency to procrastinate on academic tasks. Based on the theoretical framework and previous research findings, the research hypotheses are formulated as follows:

- H1: Social support has a significant negative effect on academic procrastination.
- H2: Social support has a significant positive effect on intrinsic learning motivation.
- H3: Social support has a positive and significant effect on resilience.
- H4: Intrinsic learning motivation has a negative and significant effect on academic procrastination.
- H5: Resilience has a negative and significant effect on academic procrastination.

According to Self-Determination Theory, the effect of social support on academic procrastination occurs not only directly but also through motivational and psychological mechanisms. Adequate social support can enhance intrinsic learning motivation and resilience, thereby improving students' ability to cope with academic demands and reducing procrastination. The findings of Chen et al. (2025) and Zhang et al. (2024) support the role of these two variables as mediating mechanisms.

Based on these theoretical arguments, the proposed mediation hypotheses are as follows:

- H6: Intrinsic learning motivation acts as a mediator in the effect of social support on academic procrastination.
- H7: Resilience acts as a mediator in the effect of social support on academic procrastination.

METHODS

This study employs a quantitative approach with an explanatory research design to examine the relationships among variables in the proposed research model. The study aims to analyze the effect of social support on academic procrastination among students at Universitas Negeri Padang, with intrinsic learning motivation and psychological resilience serving as mediating variables. An explanatory design was chosen because this study employs a cross-sectional survey, which allows for the testing of both direct and indirect relationships among variables based on empirical data. Therefore, the findings of this study are interpreted as associative relationships supported by a theoretical foundation and statistical analysis, rather than as absolute causal relationships (Sugiyono, 2019).

The research population was all active undergraduate (S1) students at Universitas Negeri Padang who were registered in the academic semester of January-June 2026, totalling 35,830 students based on the university's official academic statistics. Since the population size is known and the study used probability sampling, the sample size was computed using the Slovin formula with a margin of error of 5% which yielded 396 respondents. The Slovin formula was selected because it is appropriate to determine the representative sample size from the finite population where the features of the population are not yet known. The sample size of this study is 396 respondents, which is more than the minimal number normally required for PLS-SEM analysis (Hair & Alamer, 2022). Therefore, this sample size is regarded sufficient for testing the research model. Moreover, the proportional random sampling technique was used to ensure that the number of respondents collected from each faculty was proportional to the size of the population of the faculty while giving equal opportunity for each member of the population to be picked as a respondent.

The data used in this study are primary data collected through an online questionnaire distributed via Google Forms. The research instrument was adapted from theories and measurement scales that have been widely used in previous studies. The variable of academic procrastination was measured using indicators developed by (Ferrari, J. R., Johnson, J. L., & McCown, 1995); namely delays in starting and completing academic tasks, tardiness in completing assignments, the gap between task planning and execution, and the tendency to engage in other activities that are more enjoyable than working on academic tasks. The social support variable

was measured based on the dimensions proposed by Sarafino and Smith (2014), which include emotional support, instrumental support, informational support, and friendship support. The intrinsic learning motivation variable was measured using Self-Determination Theory (Deci & Ryan, 2000), which includes self-generated interest in learning, enjoyment and satisfaction in learning, active engagement in the learning process, the drive to learn without external coercion, and the desire to master and develop skills. Meanwhile, the resilience variable was measured using indicators developed by Cassidy (2016), namely perseverance, reflection, adaptive help-seeking, and the ability to manage negative emotions under academic pressure. Before the questionnaire was distributed, all instruments were reviewed to ensure clarity of wording, appropriateness of indicators, and relevance to the characteristics of students at Universitas Negeri Padang. All items were measured using a five-point Likert scale, with a range of values from 1 (Strongly Disagree) to 5 (Strongly Agree).

Data analysis was accomplished using Structural Equation Modeling-Partial Least Squares (SEM-PLS) using SmartPLS 4 software. This method was chosen because it can analyse the complicated interaction between latent variables, can test the effect directly and indirectly through mediating variables, and is suited for research to assess the conceptual model and prediction (Ghozali & Kusumadewi, 2023). Before hypothesis testing, the possibility of Common Method Bias (CMB) was assessed using the Full Collinearity Variance Inflation Factor (VIF) approach proposed by Kock (2015).

The investigation began with an assessment of the measurement model (outer model) to verify the validity and reliability of the research tools. Convergent validity was assessed using outer loadings (> 0.70) and Average Variance Extracted (AVE) (> 0.50), while discriminant validity was evaluated using the Heterotrait Monotrait Ratio (HTMT), the Fornell-Larcker criteria, and cross-loadings. Construct reliability was evaluated based on Cronbach's Alpha, Composite Reliability, and ρ_A , with a minimum value of 0.70 serving as an indicator of adequate reliability. After the measurement model met all criteria, the evaluation continued with the structural model (inner model) using R^2 , effect size (f^2), predictive relevance (Q^2), and Standardized Root Mean Square Residual (SRMR). Next, hypothesis testing was conducted using a bootstrapping procedure with 5,000 subsamples to estimate path coefficients, t-statistics, and p-values for both direct and indirect effects. All statistical decisions in this study were based on a 5% significance level (Ghozali & Kusumadewi, 2023).

RESULTS AND DISCUSSION

Results

This study involved 396 active undergraduate (S1) students at Universitas Negeri Padang who were selected using the proportionate random sampling technique. As shown in Table 1, the respondents came from all faculties, with a distribution proportional to the population size of each faculty. This indicates that the study sample was representative of the target population.

Table 1. Respondent Characteristics

No	Faculty	Frequency	Percentage (%)
1	Faculty of Education	67	16.92%
2	Faculty of Tourism and Hospitality	12	3.03%
3	Faculty of Psychology and Health	16	4.04%
4	Faculty of Medicine	3	0.76%
5	Faculty of Languages and Arts	59	14.90%
6	Faculty of Mathematics and Natural Sciences	58	14.65%
7	Faculty of Social Sciences	61	15.40%
8	Faculty of Engineering	46	11.62%
9	Faculty of Sports Science	39	9.85%
10	Faculty of Economics and Business	35	8.84%

Source: Primary Data Processed, 2026

Descriptive statistics for the research variables are presented in Table 2. This analysis aims to provide an overview of the data characteristics before testing the relationships among variables using Structural Equation Modeling-Partial Least Squares (SEM-PLS) (Hair et al., 2022). The results of the descriptive statistics show that

social support, intrinsic learning motivation, and resilience have relatively high mean values, while academic delay has a relatively low mean value. These findings provide an initial picture of the respondents' conditions prior to the evaluation of the measurement model and the structural model.

Table 2. The Result of Interval Scale Value Calculation

Variable	Mean	Classification Score
Social Support	3.53	High
Intrinsic Learning Motivation	3.59	High
Resilience	3.60	High
Academic Procrastination	2.31	Low

Source: Primary Data Processed, 2026

The psychometric properties of the reflective measurement model are detailed in Table 3, encompassing Academic Procrastination (AP), Social Support (SS), Intrinsic Learning Motivation (ILM), and Resilience (R). The results show that all indicators surpassed the conventional outer loading cutoff value of 0.70, which signifies that the chosen measurement items satisfactorily represented their designated latent factors. Furthermore, all constructs demonstrated satisfactory inter-item consistency reliability, evidenced by both Rho A and Composite Reliability metrics that surpassed the 0.70 benchmark. Concurrently, the convergent validity verification revealed that every AVE estimate exceeded 0.50. This confirms that each latent variable was accounted for more than half of the total variance observed within its assigned indicators. Taken together, these statistical outcomes validate that the outer model satisfied all essential validity and reliability psychometric thresholds, and was deemed fully appropriate for subsequent inner model estimation.

Table 3. Results of the reflective measurement model analysis

Variabels/Construct	Indicator/Variable Items	Outer Loadings	Rho_A	Composite Reliability (CR)	AVE
AP	AP1	0.876	0.912	0.937	0.788
	AP2	0.883			
	AP3	0.892			
	AP4	0.900			
SS	SS1	0.883	0.900	0.930	0.768
	SS2	0.867			
	SS3	0.885			
	SS4	0.871			
ILM	ILM1	0.859	0.912	0.934	0.739
	ILM2	0.855			
	ILM3	0.872			
	ILM4	0.850			
	ILM5	0.862			
R	R1	0.871	0.834	0.899	0.749
	R2	0.864			
	R3	0.861			

Source: Primary Data Processed, 2026

Discriminant validity was evaluated using the Heterotrait-Monotrait Ratio (HTMT) criterion. As shown in Table 4, all HTMT values were below the recommended threshold (< 0.90), indicating that each construct has adequate discriminant validity and is capable of empirically representing distinct concepts (Hair et al., 2022).

Table 4. Discriminant Validity (HTMT Criterion)

Constructs	ILM	AP	R	SS
ILM	-	0.610	0.346	0.647
AP	0.610	-	0.524	0.638
R	0.346	0.524	-	0.580
SS	0.647	0.638	0.580	-

Source: Primary Data Processed, 2026

Based on Table 5, all Variance Inflation Factor (VIF) values are below the recommended threshold, indicating that the research model does not exhibit multicollinearity (Hair et al., 2022). Furthermore, all Full Collinearity VIF values are also below the threshold of 3.3 recommended by Kock (2015), indicating that the research data do not exhibit common method bias. Thus, this model meets the requirements for further analysis.

Table 5. Multicollinearity Test Results for the Structural Model (Inner VIF Values)

Construct	VIF
ILM -> AP	1.526
R -> AP	1.340
SS -> ILM	1.000
SS -> AP	1.857
SS -> R	1.000

Source: Primary Data Processed, 2026

After confirming the validity of the measurement model, the next step is to evaluate the quality of the structural model to determine how well the variables in this study perform. The results of the structural model evaluation are summarized in Table 6.

Table 6. Results of Structural Model Assessment (R^2 , f^2 , Q^2 predict, SRMR and NFI)

Criterion	Indicator	Value
R^2 Adjusted	Intrinsic Learning Motivation	0.343
	Academic Procrastination	0.438
	Resilience	0.252
f^2	Intrinsic Learning Motivation -> Academic Procrastination	0.127
	Resilience -> Academic Procrastination	0.064
	Social Support -> Intrinsic Learning Motivation	0.526
	Social Support -> Academic Procrastination	0.073
	Social Support -> Resilience	0.340
Q^2 predict	Intrinsic Learning Motivation	0.341
	Resilience	0.251
	Academic Procrastination	0.333
SRMR	Saturated model	0.042
	Estimated model	0.042
NFI	Saturated model	0.919
	Estimated model	0.919

Source: Primary Data Processed, 2026

The evaluation of the structural model in Table 6 shows that the model has adequate ability to explain the endogenous variables. The Adjusted R^2 value indicates that the model is able to explain the variation in intrinsic learning motivation, resilience, and academic procrastination. In addition, the f^2 value indicates that the relationships among the variables have effect sizes ranging from small to large. All positive Q^2 predict values indicate that the model has good predictive ability, while the SRMR and NFI values indicate that the model has an adequate level of fit with the empirical data (Hair et al., 2022; Ghazali & Kusumadewi, 2023).

Based on the test results presented in Table 7, all relationships proposed in the research model were found to be significant. Social support has a negative effect on academic procrastination and a positive effect on intrinsic learning motivation and resilience. In addition, intrinsic learning motivation and resilience were also found to

have a negative effect on academic procrastination. The results of the mediation analysis show that these two variables significantly act as mediators in the relationship between social support and academic procrastination. Therefore, all research hypotheses (H1–H7) are accepted.

Table 7. Path Coefficient Estimation results

Hypothesis	Path	Original sample (O)	T statistics (O/STDEV)	P values	Significance
Direct Effects					
H1	SS -> AP	-0.276	5.288	0.001	Significant
H2	SS -> ILM	0.587	17.759	0.001	Significant
H3	SS -> R	0.504	12.666	0.001	Significant
H4	ILM -> AP	-0.329	7.758	0.001	Significant
H5	R -> AP	-0.219	4.900	0.001	Significant
Mediation Analysis					
H6	SS -> ILM -> AP	-0.193	7.179	0.001	Significant
H7	SS -> R -> AP	-0.110	4.473	0.001	Significant

Source: Primary Data Processed, 2026

Table 8 presents the results of the total effects analysis, which illustrates the cumulative direct and indirect effects among the variables in the research model. All tested relationships were found to be significant ($p < 0.05$). These results indicate that social support, intrinsic learning motivation, and resilience have a significant effect on academic procrastination.

Table 8. Total Effects analysis

Path	Original sample (O)	T statistics (O/STDEV)	P values	Significance
ILM -> AP	-0.329	7.758	<0.001	Significant
R -> AP	-0.219	4.900	<0.001	Significant
SS -> ILM	0.587	17.759	<0.001	Significant
SS -> AP	-0.579	17.059	<0.001	Significant
SS -> R	0.504	12.666	<0.001	Significant

Source: Primary Data Processed, 2026

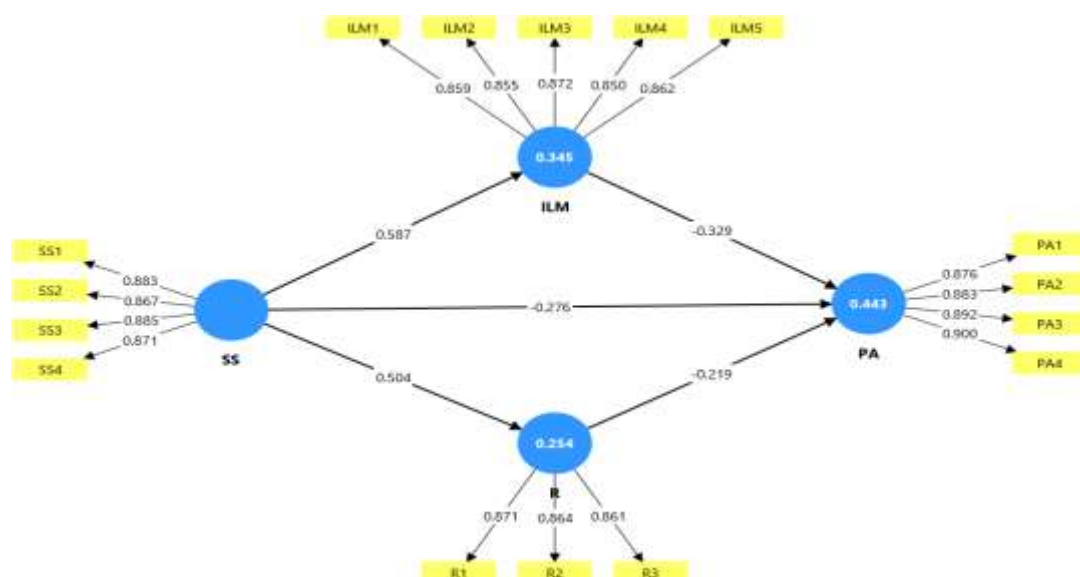


Figure 2. SEM Analysis Results

Source: Process by SEM-PLS 2026

Discussion

Effect of Social Support on Academic Procrastination

The results of the study indicate that social support has a significant negative effect on academic delay ($\beta = -0.276$, $t = 5.288$, $p = 0.001 < 0.05$), thus H1 is accepted. Based on Self-Determination Theory (Deci & Ryan, 2000), social support fulfills students' need for relatedness by fostering feelings of belongingness, acceptance, and interpersonal connection. When these psychological needs are satisfied, students are more likely to develop intrinsic motivation and engage actively in academic activities, thereby reducing procrastination tendencies. This finding is consistent with previous studies highlighting the role of social support in minimizing academic procrastination. Chen et al. (2025) found that social support reduces procrastination through positive psychological mechanisms, while Yang (2021) reported that students with higher perceived social support tend to procrastinate less. Similarly, Zhang et al. (2024), Lintang M. Cahyani, Kristiani (2022), and Abd. Madjid (2021a) found that social support helps students to deal with academic obstacles, which in turn reduces their desire to procrastinate academic duties. This emotional, informational, and instrumental support from family, peers, and professors can help students of Universitas Negeri Padang to manage their various academic demands such as classes, exams, internships, organisational activities, and writing their theses more effectively, so that it can help reduce the tendency of the students to procrastinate.

Impact of Social Support on Intrinsic Learning Motivation

The study findings demonstrate that social support has a favourable and significant influence on intrinsic motivation to learn, confirming H2. This finding is in line with Self-Determination Theory (Deci & Ryan, 2000), in which social support satisfies the demand of relatedness and stimulates students' interest, enjoyment, and involvement in the learning process. The research by Chen et al. (2025) and Laksmiwati & Tondok (2023) further supports these findings, indicating that students with stronger social support are likely to have greater intrinsic motivation to learn and academic engagement. Support from family, classmates, and teachers for students at Universitas Negeri Padang builds a pleasant learning environment, making students more engaged, confident, and resilient in tackling academic expectations.

The Impact of Social Support on Resilience

The results of the study show that social support has a favourable and significant effect on resilience ($\beta = 0.504$; $t = 12.666$; $p = 0.001$), and H3 is confirmed. These findings imply that family, peer, and instructor support improve students' adaptation, coping with academic stress, and resilience to adversity. These findings are consistent with those of Cassidy (2016), who notes that resilience is shaped by the interaction between individual skills and protective factors such as social support. These results are also corroborated by Lintang M. Cahyani and Kristiani (2022) and Abd. Madjid (2021). For students at Universitas Negeri Padang, social support is a source of strength in dealing with numerous academic demands. Thus, increasing social support on campus is one way of increasing student resilience.

Impact of Intrinsic Learning Motivation on Academic Procrastination

The findings of the study show that intrinsic learning motivation has a significant negative influence on academic procrastination ($\beta = -0.329$; $t = 7.758$; $p = 0.001$), and H4 is accepted. The results indicate that students with intrinsic motivation to learn are more disciplined in completing assignments because they are motivated by their personal interests and satisfaction, not solely by academic pressure. The results are consistent with research by Aprilyani (2022), Risni & Vitasromo (2023), Cavusoglu & Karatas (2015), and Tisocco & Fern (2022), which demonstrate that high learning motivation is associated with low levels of academic procrastination. These findings also corroborate Self-Determination Theory (Deci & Ryan, 2000), which suggests that intrinsic motivation enhances engagement and perseverance in learning. Intrinsic motivation to learn is an important advantage for Universitas Negeri Padang students, enabling them to consistently complete academic tasks without delay amid diverse demands, including lectures, lab sessions, project assignments, organisational activities, internships, and thesis writing.

Impact of Resilience on Academic Procrastination

The results imply that H5 is supported, meaning that resilience has a detrimental effect on academic procrastination. These findings indicate that students with high resilience are more likely to cope with academic pressure, adapt to various challenges, and persevere in completing assignments on time. These findings are consistent with Cassidy (2016), who argued that resilient people possess perseverance, can control emotions, and are prepared to seek help adaptively when confronted with challenges. The findings also corroborate those of Lintang M. Cahyani and Kristiani (2022), Madjid et al. (2021), and Guo et al. (2024), which show that resilience plays a role in minimising academic procrastination. Resilience is the ability to bounce back from stress and stay committed to learning. Students of Universitas Negeri Padang are challenged by the demands of lectures, assignments, internships, student organisations, and thesis writing. This ability is important so that students do not delay the completion of academic responsibilities. Hence, the institution should focus on improving resilience in order to prevent academic procrastination.

Mediating Role of Intrinsic Learning Motivation Between Social Support and Academic Procrastination

The results of the study indicate that there is a significant mediating influence of intrinsic learning motivation on the relationship between social support and academic procrastination ($\beta = -0.193$, $p = 0.001$), and so H6 is supported. The results indicated that social support could decrease academic procrastination by enhancing students' intrinsic motivation to learn. This is in line with Self-Determination Theory (Deci & Ryan, 2000) which explains a supportive environment can provide for the need for relatedness, therefore encouraging the formation of intrinsic drive. Students at Universitas Negeri Padang have several academic needs like as lectures, project assignments, internships, organisational activities and thesis writing, and the support of family, peers and teachers can contribute to creating intrinsic learning motivation. These elements increase students' motivation to complete their tasks regularly and reduce the tendency to procrastinate academic work. These findings are consistent with Chen et al. (2025) who discovered that intrinsic learning motivation is a key mechanism to explain how social support might increase positive academic behaviour.

Social Support and Academic Procrastination: The Mediating Role of Resilience

The research findings indicate that resilience has a major mediation role between social support and academic procrastination, confirming Hypothesis 7. The data indicate that social support has a direct effect in reducing academic procrastination and an indirect effect in improving students' coping ability for academic stresses and obstacles. For students at Universitas Negeri Padang who have to combine lessons, assignments, internships, organisational activities and thesis writing, the ability to adapt and recover from setbacks is an important aspect of being able to consistently fulfil their academic duties. This is consistent with Cassidy (2016) who states that resilient children are resilient, and have persistence, ability to control their feelings and the ability to seek help in an adaptive way when confronted with issues. This is also supported by Lintang M. Cahyani, kristiani (2022), Abd. Madjid (2021), and Zhang et al. (2024) which demonstrates that resilience is a basic mechanism to explain how social support could reduce academic procrastination.

CONCLUSION

The purpose of this study was to explore the influence of social support on academic procrastination among students of Universitas Negeri Padang with intrinsic learning motivation and resilience as mediating variables. The findings indicated a considerable reduction in academic procrastination, a good influence on intrinsic drive for learning, and an increase in resilience with social support. Moreover, intrinsic learning motivation and resilience were found to dramatically decrease academic procrastination and to mitigate the association between interpersonal support and academic delaying behaviours.

These findings are consistent with the basic principles of Self-Determination Theory, demonstrating the contribution of a supportive social context to positive academic behaviour through motivational and psychological processes. Students who feel higher robust reinforcement from family, peer groups and lecturers are strongly likely to develop stronger intrinsic learning motivation and resilience which allow them to manage academic problems and lessen procrastinating tendencies. Therefore, it might be a good way to improve social support, intrinsic learning motivation, and resilience in order to reduce academic procrastination of university students.

This enquiry contributes theoretically to the current literature on scholastic procrastination by providing empirical evidence of a dual-mediation model of intrinsic learning motivation and resilience under the conceptual umbrella of Self-Determination Theory. Practical implications of the findings indicate that Universities should implement support programmes that boost students' motivation and resilience to encourage academic achievement and timely completion of academic duties. Future research should explore other factors associated with academic procrastination and utilise larger student samples to enhance the generalizability of the findings.

REFERENCES

- Abd. Madjid, et al. (2021). *Academic Procrastination Among Students: The Influence Of Social Support And Resilience Mediated By Religious Character* Abd. 40(1), 56–69. <https://doi.org/10.21831/Cp.V40i1.34641>
- Aini, N. N. N., & Aeni, I. N. (2025). Pengaruh Dukungan Keluarga dan Dukungan Sosial terhadap Kreativitas Siswa : Peran Mediasi Motivasi Intrinsik. *Nusantara: Jurnal Pendidikan Indonesia*, 5(3), 749–762. <https://doi.org/10.62491/njpi.2025.v5i3-15>
- Aprilyani, R. (2022). *Dampak Motivasi Belajar Dan Regulasi Diri*. 11(September), 344–357. <https://doi.org/10.34127/jrlab.v11i3.924>
- Barkoukis, V., Tsorbatzoudis, H., Grouios, G., & Sideridis, G. (2008). The assessment of intrinsic and extrinsic motivation and amotivation: Validity and reliability of the greek version of the academic motivation scale. *Assessment in Education: Principles, Policy and Practice*, 15(1), 39–55. <https://doi.org/10.1080/09695940701876128>
- Cassidy, S. (2016). The Academic Resilience Scale (ARS-30): A new multidimensional construct measure. *Frontiers in Psychology*, 7(NOV), 1–11. <https://doi.org/10.3389/fpsyg.2016.01787>
- Cavusoglu, C., & Karatas, and H. (2015). *Academic Procrastination of Undergraduates: Self-determination Theory and Academic Motivation*. 20(3), 2015. <https://doi.org/10.1080/09720073.2015.11891780>
- Chen, X., Wu, M., Dong, G., Cui, L., Qu, B., & Zhu, Y. (2025). *Social support and academic procrastination in health professions students: the serial mediating effect of intrinsic learning motivation and academic self- efficacy*. (77), 1143–1160. <https://doi.org/10.1007/s10459-024-10394-4>
- Connor, K. M., & Davidson, J. R. T. (2003). Development of a new Resilience scale: The Connor-Davidson Resilience scale (CD-RISC). *Depression and Anxiety*, 18(2), 76–82. <https://doi.org/10.1002/da.10113>
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01
- Deci, E. L., & Ryan, R. M. (2012). Self-determination theory in health care and its relations to motivational interviewing : a few comments. *International Journal of Behavioral Nutrition and Physical Activity*, 9(1), 24. <https://doi.org/10.1186/1479-5868-9-24>
- Ferrari, J. R., Johnson, J. L., & McCown, W. G. et al. (1995). *1995-ProcrastinationandTaskAvoidance--TheoryResearch.pdf*.
- Ghozali, I., & Kusumadewi, R. (2023). *Partial Least Squares: Konsep, Teknik dan Aplikasi Menggunakan Program SmartPLS 4.0*. Semarang: Badan Penerbit Universitas Diponegoro.
- Guo, Y., An, F., Li, A., Yao, J., & Sun, X. (2024). The correlation between social adaptability and academic procrastination of undergraduate nursing students: the mediating role of resilience. *BMC Medical Education*. <https://doi.org/10.1186/s12909-024-06033-6>
- Hair, J., & Alamer, A. (2022). Research Methods in Applied Linguistics Partial Least Squares Structural Equation Modeling (PLS-SEM) in second language and education research : Guidelines using an applied example. *Research Methods in Applied Linguistics*, 1(3), 100027. <https://doi.org/10.1016/j.rmal.2022.100027>
- Howard, J. L., Bureau, J., Guay, F., Chong, J. X. Y., & Ryan, R. M. (2021). *Student Motivation and Associated Outcomes : A Meta-Analysis From Self-Determination Theory*. <https://doi.org/10.1177/1745691620966789>
- Kock, N. (2015). *Common method bias in PLS-SEM: A full collinearity assessment approach*. 1–10. <https://doi.org/10.4018/ijec.2015100101>
- Laksmiwati, E. D., & Tondok, M. S. (2023). *Perceived Social Support, Academic Self-Efficacy , and Anxiety among Final Year Undergraduate Students : A Mediation Analysis*. 5(2), 173–182. <https://doi.org/10.51214/00202305514000>
- Lestari, L. (2025). *The Effect of Academic Resilience on Student Procrastination Among Junior High School Students*. 3(1), 36–47. <https://doi.org/10.60046/joeri.v3i1.140>

- Lintang M. Cahyani, kristiani, M. sabandi. (2022). *Phenomenon of Academic Procrastination during the Covid-19 Pandemic Influenced by Academic Resilience and Social Support*. 13(1), 41–49. <https://doi.org/10.47750/pegegog.13.01.05>
- Mauliddya, S. A., & Rustam, A. (2019). Peran Dukungan Sosial Orang Tua terhadap Prestasi Akademis melalui Mediasi Motivasi Belajar Intrinsik. *Gadjah Mada Journal of Psychology (GamaJoP)*, 5(2), 166. <https://doi.org/10.22146/gamajop.50570>
- Miller, A., Arnold, E., Rincon, B., & Murray, C. (2024). *Examining social support and procrastination among college students*. (August), 1–7. <https://doi.org/10.3389/fpsyg.2024.1425524>
- Noviana, R., Suzanna, E., & Muna, Z. (2023). Gambaran resiliensi akademik pada mahasiswa psikologi Universitas Malikussaleh yang sedang menyusun skripsi. *INSIGHT: Jurnal Penelitian Psikologi*, 1(3), 446–467.
- Ramdhani, N. F., & Bintang, R. S. (2025). *Social Support dan Prokrastinasi Akademik: Analisis pada Mahasiswa Gen Z di Indonesia*. 7(4), 933–941. <https://doi.org/10.31004/edukatif.v7i4.8469>
- Risni, T. W., & Vitasmo, P. (2023). The Relationship between Intrinsic Motivation and Student Academic Procrastination in the Islamic Religious Education Learning System (Case Study : Kadiri University Student). *Journal of Islamic Education Research*, 4(2), 165–176. <https://doi.org/10.35719/jier.v4i2.330>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective : Definitions , theory , practices , and future directions. *Contemporary Educational Psychology*, 61(April), 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Sarafino, E. P., & Smith, T. W. (2014). *Health psychology: Biopsychosocial interactions* (8th ed.). John Wiley & Sons.
- Steel, P. (2007). *The Nature of Procrastination: A Meta-Analytic and Theoretical Review of Quintessential Self-Regulatory Failure*. 133(1), 65–94. <https://doi.org/10.1037/0033-2909.133.1.65>
- Steel, P., & Klingsieck, K. B. (2016). Academic procrastination: Psychological antecedents revisited. *Australian Psychologist*, 51(1), 36–46. <https://doi.org/10.1111/ap.12173>
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Sugiyono. (2022). *Metode penelitian kuantitatif, kualitatif, dan kombinasi (mixed methods)*. Alfabeta.
- Svartdal, F., Dahl, T. I., Gamst-klaussen, T., Koppenborg, M., & Klingsieck, K. B. (2020). *How Study Environments Foster Academic Procrastination : Overview and Recommendations*. 11(November), 1–13. <https://doi.org/10.3389/fpsyg.2020.540910>
- Tisocco, F., & Fern, M. (2022). *Structural Relationships Between Procrastination, Academic Motivation, and Academic Achievement Within*.
- Tutik, Y. W., & Ansyah, E. H. (2025). *Pengaruh Dukungan Sosial dan Stres Akademik Terhadap Prokrastinasi Akademik Mahasiswa yang Bekerja*. 9(1), 123–135. <https://journal.unindra.ac.id/index.php/teraputik/index>
- Utami, P. W. (2023). *Hubungan Antara Dukungan Sosial dengan Prokrastinasi Akademik pada Mahasiswa*. 7, 2345–2353. <https://doi.org/10.31004/jptam.v7i1.5563>
- Widya, B. C., Yohana, C., Widyastuti, U., Ekonomi, F., & Jakarta, U. N. (2023). *Pengaruh Efikasi Diri dan Dukungan Sosial terhadap Prokrastinasi Akademik Mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta*. 1(2), 80–87. <https://doi.org/10.572349/cendikia.v1i2.185>
- Wu, Z., Xue, L., Zhang, Y., Zhan, F., Li, H., Liu, R., Yang, X., & Chen, Z. (2025). *Impact of adolescent internet addiction on academic procrastination : the serial mediating role of self-control and anxiety*. December, 1–7. <https://doi.org/10.3389/fpsyg.2025.1713213>
- Yang, X. (2021). *Perceived social support and procrastination in college students : A sequential mediation model of self-compassion and negative emotions*. (1999). <https://doi.org/10.1007/s12144-021-01920-3>
- Zhang, Y., Guo, H., Ren, M., Ma, H., Chen, Y., & Chen, C. (2024). *The multiple mediating effects of self-efficacy and resilience on the relationship between social support and procrastination among vocational college students : a cross-sectional study*. 1–9. <https://doi.org/10.1186/S12889-024-19487-6>