

The Relevance of Procrastination to Happiness in Lecturers at Malikussaleh University

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Abstract

This study aims to determine the relevance between procrastination and happiness among lecturers at Malikussaleh University. The research used a quantitative method with a correlational design. The participants were 260 lecturers selected through a simple random sampling technique. Data were collected using a procrastination scale based on Ferrari's theory and a happiness scale developed from Seligman's concept. The data were analyzed using the Pearson Product-Moment correlation test assisted by SPSS version 25. The results indicated no significant relevance between work procrastination and happiness among lecturers. This finding suggests that the level of task delay does not directly affect lecturers' happiness. Although some lecturers tend to be procrastinate in certain aspects, they are still able to maintain happiness through full engagement, positive relationships, and finding meaning in their work.

Keywords: Procrastination, Happiness, Lecturer

1 INTRODUCTION

Work is a dynamic activity involving values, time, and energy, whether to meet financial needs, pursue a career, or as a life calling to make a social contribution [1]. However, in carrying it out, individuals often fall into the phenomenon of procrastination, namely the behavior of postponing tasks that should be completed. According to Steel [2], procrastination not only hinders productivity and performance but also triggers anxiety and stress that have the potential to reduce the quality of life and an individual's overall psychological well-being.

In the academic context at Malikussaleh University, lecturers face significant responsibilities through the Tri Dharma of Higher Education, which often results in psychological stress. A preliminary survey indicated signs of procrastination, with 59% of lecturers diverting their attention to other activities and 42% postponing work until the next day. Interestingly, despite this procrastination, the majority of lecturers still reported high levels of happiness, particularly in terms of full engagement and finding meaning in their work [3].

The discrepancy between procrastination and happiness levels is the primary reason for this research. This study aims to determine the relevance of procrastination and happiness among lecturers at Malikussaleh University in order to provide an accurate

empirical picture. The results are expected to serve as a basis for educational institutions in formulating appropriate time management strategies, social support, and psychological interventions to maintain lecturer well-being and professionalism.

The importance of studying happiness in academic settings is based on the view that happy lecturers tend to have stronger intrinsic motivation and greater loyalty to the institution. Happiness is not simply a fleeting emotion, but encompasses a broad range of well-being elements, including positive relationships with colleagues and academic achievement. When a lecturer is able to manage work pressure without losing their sense of happiness, this will positively impact the quality of their teaching and interactions with students, resulting in a more productive and inspiring academic atmosphere.

However, if procrastination is left unchecked without understanding its relationship to happiness, it is feared that it will lead to a decline in professional standards in the long term. An imbalance between workload and self-regulation skills can trigger emotional exhaustion, which actually obscures the meaning of work as a calling. Therefore, this study goes beyond examining the relationship between variables and seeks to provide recommendations for universities in creating a work environment that supports mental health, so that lecturers can remain productive in

carrying out the Tri Dharma without sacrificing their personal happiness.

2 LITERATURE REVIEW

2.1 Procrastination

According to Ghufroon & Risnawita [4], procrastination comes from the Latin word procrastination, where the word "pro" means to push forward or move forward, and the word "crastinus" means to decide for tomorrow. Combined, the two mean to postpone or postpone until the next day. Among scientists, the term "procrastination" is used to describe the tendency to delay completing a task or job.

According to Steel [2], procrastination is the tendency to postpone a task despite knowing that the delay could have negative consequences. Procrastination arises from weak self-regulation skills, low motivation, and high impulsivity, which make individuals more easily distracted by other, more enjoyable activities. Steel explains that procrastination occurs when a task is considered uninteresting, boring, or the benefits of completing it seem distant, so individuals tend to avoid it.

According to Ferrari et al. [5], procrastination is the habit or tendency to postpone tasks or work that should be done, even though knowing that the delay can have negative consequences. Ferrari stated that procrastination is often accompanied by anxiety, feelings of inadequacy, and a lack of motivation to complete tasks on time.

Based on the various opinions expressed by the experts above, it can be concluded that procrastination is the tendency to postpone tasks or work that should be completed, even though the individual is aware of the negative consequences that may arise from such delays. Procrastination is often accompanied by feelings of anxiety, tension, and inadequacy, which worsen the individual's emotional state. This phenomenon often occurs in individuals who feel intimidated by the task at hand, or individuals who face anxiety or tasks that are considered unpleasant. This procrastination can hinder performance and lead to a decrease in the quality of work results.

2.1.1 Aspects of Procrastination

According to Ferrari et al. [5], there are four main aspects of procrastination, namely:

1. Delay in Starting and Completing Tasks

Delaying the start or completion of a task is one of the main characteristics of procrastination. People who tend to procrastinate actually realize that the task needs to be completed immediately. However, these individuals still choose to delay, both when starting the work and when continuing

and completing it, even though the work may have already been done.

2. Delay in completing assignments

Individuals with procrastination tendencies typically take longer than the average person to complete a task. They often get caught up in over-preparation and engage in activities that don't directly support the completion of the task. As a result, time constraints are often ignored, resulting in the task not being completed optimally.

3. Time Gap Between Plan and Actual Performance

People with procrastination tendencies often struggle to complete tasks on time. They typically experience delays in meeting deadlines, whether set by others or self-imposed. Despite planning to start work at a specific time, these individuals often fail to follow through. Consequently, this situation can lead to delays or even an inability to complete tasks optimally.

4. Doing More Enjoyable Activities

Individuals who tend to procrastinate often choose to engage in other activities they consider more enjoyable than tasks that need to be completed. They deliberately postpone tasks and instead spend time on recreational activities, such as reading (newspapers, magazines, or storybooks), watching movies, talking with others, taking walks, listening to music, or similar activities. As a result, time that could have been used to complete tasks is wasted.

2.1.2 Factors of Procrastination

Factors that influence procrastination according to Ferrari et al. [5] are:

1. External factors

External factors are factors outside the individual that can influence the emergence of procrastinating behavior. These factors include:

a. Parenting style

According to research by Ferrari et al. [5], authoritarian fathers' parenting styles tend to cause daughters to become chronic procrastinators. Conversely, authoritative parenting styles actually encourage daughters to develop a habit of procrastination. The relationship between parenting styles and procrastination lies in how childhood experiences shape a person's behavior patterns, including procrastination. Authoritarian parenting styles, which tend to be rigid and stressful, can make individuals feel less confident or afraid of failure,

making them more prone to procrastination as adults to avoid stress or negative judgment. Conversely, balanced authoritative parenting styles provide children with a sense of responsibility and the ability to manage tasks well, which can reduce the tendency to procrastinate in the workplace.

b. Environmental conditions

Permissive environments or those with low supervision tend to increase the frequency of procrastination, especially in workplaces with looser supervision compared to environments with close supervision. The lack of supervision gives individuals a greater opportunity to procrastinate on their tasks.

2. Internal factors

Internal factors are factors originating from within the individual that influence the emergence of procrastinating behavior. These factors include:

a. Individual physical condition

An individual's physical condition or health also influences the emergence of procrastination. Poor physical condition can lead to decreased energy and motivation to complete tasks.

b. Psychological conditions

Motivation is one of the psychological factors influencing procrastination. Furthermore, low self-control is also a significant factor in procrastination. Individuals who lack self-control are more likely to postpone tasks.

2.2 Happiness

According to Argyle [6], happiness is the result of experiential factors, but happiness consists of at least three independent factors: the influence of positive emotions, the influence of negative emotions, and satisfaction with life. Along with the life events that have been experienced, gaining positive experiences and enjoyable activities also contribute to a positive mood, resulting in a source of happiness.

According to Carr [7], happiness is a state in which the level of positive affect tends to increase, which is in contrast to the decreasing negative affect and is characterized by high satisfaction in life and is related to an increase in the level of positive psychological well-being. Positive emotions are the source of happiness where the increase in pleasure, feelings of joy, feelings of individual satisfaction and reject negative affect. Increased satisfaction with life

with increased positive affect has a direct impact on the quality of life of an individual in his life.

Meanwhile, according to Seligman [3], happiness is a state of an individual who is in a positive aspect (positive feelings) and to achieve authentic happiness, individuals must be able to identify, process, train and use the strengths and virtues they have in everyday life.

Based on the explanations of several experts regarding happiness above, it can be concluded that happiness involves positive emotions, reducing negative emotions, life satisfaction, and utilizing individual strengths and virtues. Overall, happiness is achieved through good emotional management, achieving life satisfaction, and utilizing one's potential to improve psychological well-being.

2.2.1 Aspects of Happiness

According to Seligman [3], there are five aspects of happiness, namely:

1. Establish positive relationships with other people

The ability to build positive relationships significantly impacts a person's happiness and success. According to Maxwell, success in life depends on the right relationships and strong interpersonal skills. Harmonious relationships, both within the family and at work, not only determine the quality of interactions with others but also contribute to personal and professional success.

2. Full Involvement

Happiness isn't determined by high income, but by full engagement in work, hobbies, and family time. This engagement requires active physical, emotional, and mental participation, which leads to deeper happiness.

3. Find Meaning in Everyday Life

Full engagement and positive relationships bring happiness by finding meaning in everyday activities. Franklin noted that true happiness comes from routines, such as enjoying work or appreciating a partner, rather than from major events. Maslow also proposed the concept of "peak experiences," which are moments of deep emotional gratitude, often found in small things like sunshine or companionship. Appreciating the simple things allows us to experience the beauty of life in every moment.

4. Optimistic, but still realistic

Optimists tend to be happier because their hope reduces anxiety and provides encouragement. However, according to Sandra Schneider,

optimism needs to be tempered with realism, namely an awareness of reality. Balanced optimism with concrete actions appropriate to the situation and your capabilities can generate effective positive energy.

5. Become a resilient person

Happiness doesn't mean being free from hardship, but rather the ability to bounce back (resilience) from painful experiences. Bad events not only pass but also provide valuable lessons. Happiness arises from a way of approaching life that is filled with a mix of joy and challenge.

2.2.2 Factors of Happiness

The factors that influence happiness according to Seligman [3] are as follows:

1. Cultural Factors

Cultural factors and socio-political conditions influence happiness. Cultures that emphasize social harmony tend to promote happiness more than those filled with conflict.

2. Social Factors

Highly happy people generally have active and fulfilling social lives, with little time spent alone. Good social interaction skills play a crucial role in happiness, as engaging in positive social relationships is more conducive to well-being than isolation.

3. Religious Factors

Religious individuals tend to be happier and more satisfied with life. Involvement in religious activities or religious communities provides social support that strengthens a sense of connectedness and life satisfaction.

4. Marriage Factors

A harmonious marriage significantly increases happiness, while a disharmonious marriage tends not to have a positive effect.

5. Age Factor

Life satisfaction increases with age, although youth is often considered blissful. Older age brings happiness through greater emotional stability than in youth.

6. Money Factor

Finances can support happiness, but increased income doesn't always guarantee greater happiness. Meanwhile, health influences happiness subjectively, as individuals tend to adjust to their health conditions.

7. Gender Factor

There are no significant differences between men and women in their emotional states, although women tend to experience happiness and sadness with greater intensity than men.

3 RESEARCH METHODS

This research uses a quantitative method, which is based on positivism and aims to examine the population through quantitative or statistical data analysis. This method is used to describe and test the established hypotheses [8].

The approach used in this study is the correlation approach, which is a statistical tool for comparing the measurement results of two different variables in order to determine the level of relationship between the variables [9]. The aim of this study is to test whether or not there is a relevance between procrastination and happiness in workers.

The sampling technique used in this study was probability sampling, a sampling technique that provides an equal opportunity for every individual in the population to be selected as a research sample. The type of sampling used was simple random sampling, where samples were selected randomly without considering strata in the population [8]. In this study, randomization was carried out on each lecturer at Malikussaleh University according to the required sample size. The determination of the sample size used the Yamane formula with a 5% error rate. The research subjects were 260 lecturers at Malikussaleh University spread across various faculties.

The data collection used in this study uses a psychological scale distributed using a research questionnaire scale. In this study, the measuring instrument used is the Likert scale. The instrument used by researchers is the procrastination scale, this scale consists of 26 items divided into four aspects, namely delays in starting and completing tasks, delays in doing tasks, time gaps between plans and actual performance, doing more enjoyable activities. Then the happiness scale, this scale consists of 29 items divided into 5 aspects, namely, establishing positive relationships with others, full involvement, finding meaning in everyday life, being optimistic but still realistic and being a resilient person.

4 RESULTS AND DISCUSSION

4.1 Procrastination Scale

The procrastination scale was developed by researchers based on aspects proposed by Ferrari et al. [5] and consists of 26 items. After being piloted on respondents, two rounds of validity and reliability testing were conducted, with details shown in the table.

Table 1. Procrastination Scale Trial

No	Aspect	Item		Total
		Favorable	Unfavorable	
1	There is a delay in starting or completing performance in facing work	1, 4, 6	2, 3*, 5, 7*	7
2	There is slowness in doing work	8*, 10, 11	9*, 12	5
3	There is a time gap between the plan and actual performance in carrying out the work.	13, 15, 17, 19, 21*	14*, 16, 18, 20	9
4	There is a tendency to do other activities that are seen as more enjoyable	22, 24	23, 25*, 26	5
Total		13	12	26

Based on the trial results analyzed using SPSS, of the 26 procrastination scale items, 19 were declared valid and 7 items were declared invalid in the first round. In the second round, all items were declared valid.

Table 2. Procrastination Research Scale

No	Aspect	Item		Total
		Favorable	Unfavorable	
1	There is a delay in starting or completing performance in facing work	1, 4, 6	2, 5	5
2	There is slowness in doing work	10, 11	12	3
3	There is a time gap between the plan and actual performance in carrying out the work.	13, 15, 17, 19	16, 18, 20	7
4	There is a tendency to do other activities that are seen as more enjoyable	22, 24	23, 26	4
Total		11	8	19

4.2 Happiness Scale

The procrastination scale was developed by researchers based on aspects proposed by Ferrari et al. [5] and consists of 26 items. After being piloted on respondents, two rounds of validity and reliability testing were conducted, with details shown in the table below:

Table 3. Happiness Scale Trial

No	Aspect	Item		Total
		Favorable	Unfavorable	
1.	Establish positive relationships with others	1, 3*	2, 4	4
2.	Full involvement	5, 7*, 9	6, 8, 10	6

3.	Finding meaning in everyday life	11, 13, 16, 18	12, 14, 15, 17	8
4.	Optimistic but realistic	19*, 21, 23, 25	20, 22*, 24, 26	8
5.	Becoming a resilient person	27, 29*	28*	3
Amount		15	14	29

Based on the trial results analyzed using SPSS, of the 29 happiness scale items, 23 were declared valid and 6 items were declared invalid. In the second round, all items were declared valid.

Table 4. Happiness Research Scale

No	Aspect	Item		Total
		Favorable	Unfavorable	
1.	Establish positive relationships with others	1	2, 4	3
2.	Full involvement	5, 9	6, 8, 10	5
3.	Finding meaning in everyday life	11, 13, 16, 18	12, 14, 15, 17	8
4.	Optimistic but realistic	21, 23, 25	20, 24, 26	6
5.	Becoming a resilient person	27		1
Amount		11	12	23

4.3 Research Data Description Results

The research data description is used to describe the findings of the study, serving as the basis for the scales that have been applied. Hypothetical data represents the range of scores that could potentially occur, whereas empirical data represents the actual scores obtained from the field. The scales utilized in this study consist of the procrastination scale and the happiness scale. The description of the research data can be observed in the table below:

Table 5. Results of the Research Data Description

Variabel	Data Hipotetik				Data Empirik			
	Xm ax	Xm in	Me an	S D	Xm ax	Xm in	Me an	SD
Procratination	76	19	47, 5	9,5	54	22	37, 11	6,3 01
Happines s	92	23	57, 5	11, 5	89	46	71, 72	6,4 14

Based on the results of the hypothetical descriptive analysis, the procrastination scale consists of 19 items with a hypothetical maximum score (Xmax) of 76, a minimum score (Xmin) of 19, a mean score of 47.5, and a standard deviation (SD) of 9.5. Meanwhile, the empirical results obtained from the field show a maximum score (Xmax) of 54, a minimum score (Xmin) of 22, a mean score of 37.11, and a standard deviation of 6.301.

Furthermore, based on the hypothetical descriptive analysis, the happiness scale consists of 23 items with a hypothetical maximum score ($X_{\max}$) of 92, a minimum score ($X_{\min}$) of 23, a mean score of 57.5, and a standard deviation (SD) of 11.5. In contrast, the empirical data from the field show a maximum score ($X_{\max}$) of 89, a minimum score ($X_{\min}$) of 46, a mean score of 71.72, and a standard deviation (SD) of 6.414.

4.4 Assumptions Test Results

4.4.1 Normality Test

The normality test was conducted using SPSS version 25 with the Kolmogorov-Smirnov test technique. According to Ghazali [10], data is declared to be normally distributed if the significance value is greater than 0.05; conversely, if the significance value is less than 0.05, the data is not normally distributed. The results of the normality test in this study can be observed in the following table:

Table 6. Results of the Normality Test

One-Sampel Kolmogrov-Smirnov Test	
Asymp. Sig. (2-tailed)	Unstandardized Residual 0.001

Based on the table above, it can be seen that the significance value of Asymp. Sig. (2-tailed) is 0.001. Because the significance value is less than 0.05, the residual values are not normally distributed.

4.4.2 Linearity Test

The linearity test is used to determine whether two variables have a significantly linear relationship or not. According to Ghazali [10], the relationship between two variables is considered linear if the significance value on the Linearity row (Test for Linearity) is less than 0.05 and the significance value on the Deviation from Linearity row is greater than 0.05. This indicates that the relationship between the two variables is linear. The linearity test was conducted using the Test for Linearity, with the following results.

Table 7. Results of the Linearity Test

ANOVA Table	
Sig.	0,659

Based on the results of the linearity test conducted on 260 research subjects, a significance value of 0.659 was obtained on the linearity row. Since this significance value is greater than 0.05 ($0.659 > 0.05$), it can be concluded that there is no significant linear relationship between the variables of happiness and procrastination.

4.4.3 Hypothesis Testing

Hypothesis testing is used in this study because the previous assumption results showed that the data for both variables were not normally distributed, yet they possessed a linear relationship. Therefore, the hypothesis testing in this study utilizes non-parametric data analysis techniques using Spearman's Rho via SPSS version 25, with the following results:

Table 8. Hypothesis Test Results

Variable	Correlation	
	Spearman's rho	Signifikansi
Procratination	0,008	0,899
Happiness		

Based on the table above, the correlation analysis between procrastination and happiness yields a correlation coefficient of 0.008 with a significance value of 0.899 ($p > 0.05$). Thus, it can be significantly concluded that there is no significant relationship between procrastination and happiness among lecturers at Universitas Malikussaleh.

This study aims to determine the relevance between procrastination and happiness among lecturers at Universitas Malikussaleh. Based on the results of the data analysis, it was found that there is no significant relationship between procrastination and happiness. These results indicate that the level of happiness among lecturers is not determined by the high or low frequency of procrastination behavior. Although some lecturers show a tendency to delay work, this does not have a direct impact on their happiness in carrying out their academic duties.

Ferrari et al. [5] suggests that procrastination is the behavior of delaying tasks that should be completed. However, in the context of lecturers, delay is more closely related to job flexibility. When linked to existing theories, the results of this study are not in line with the opinion of Steel [2], who states that procrastination is associated with negative consequences in the form of anxiety, guilt, and even a decrease in the individual's quality of life. According to Steel, the behavior of delaying work tends to hinder productivity and reduce self-satisfaction. Similarly, the opinion of Sirois [11], explains that procrastination has a negative relationship with happiness. Procrastination is considered to trigger pressure, anxiety, and stress, which ultimately affects the decline of happiness. However, the results of this study show that procrastination does not have a significant relationship with the happiness of lecturers.

Descriptively, the categorization results show that most lecturers at Universitas Malikussaleh have a low level of procrastination. The results of this study are in line with previous research by Retnowati [12],

which states that the tendency of procrastination in young lecturers is generally in the low category, demonstrating good responsibility and discipline. Based on the analysis of procrastination aspects, the results show that the aspect of the time gap between plans and actual performance has the highest value, while the aspect of performing more pleasurable activities is the lowest. This finding is consistent with the findings of Meydi [13], which show that the gap between planning and task execution is the most dominant characteristic of procrastination, while the tendency to perform other more pleasurable activities appears as an aspect with lower intensity. In their research, Meydi explains that individuals often have plans to complete tasks at a certain time but experience delays when that time arrives, resulting in a gap between intention and actual action. Conversely, pleasurable distracting activities were not always found to be the main factor driving delay but only appeared under certain conditions. These findings are consistent with the results of this study, which show that procrastination in lecturers is more related to the mismatch between planning and work execution, rather than a desire to perform more enjoyable alternative activities.

When viewed by gender, the results show that male lecturers have a higher level of procrastination compared to females. This finding reveals that men tend to have a greater tendency to procrastinate than women. In their study, men obtained significantly higher procrastination scores than women, as shown by t-test results reflecting a clear difference in average scores. Researchers explained that men delay work more often because they are more easily distracted, less consistent in time management, and more tolerant of the risks of delay. These results support the findings of this study that gender factors also influence the tendency to procrastinate, where male lecturers appear to procrastinate more often than female lecturers.

5 CONCLUSION

Based on the results of the research conducted on the relevance between procrastination and happiness in Malikussaleh University lecturers, it can be concluded that this study did not find a significant relationship between the two variables. Thus, the proposed research hypothesis is rejected. The results of this study indicate that procrastination carried out by lecturers does not affect happiness, because happiness is more influenced by other, more dominant factors such as the meaning of life, optimism, social relationships, full involvement, and resilience so that the happiness of lecturers remains in the high category despite there is a tendency to procrastinate.

Furthermore, based on the findings of this study, the results of the study indicate no significant relevance

between procrastination and happiness in lecturers. Based on the limitations of the study, it is recommended for future researchers to use other research methods, such as a qualitative approach, in order to explore more deeply the experiences and meanings of lecturers towards procrastination and happiness. Further research is also expected to be conducted on different subjects in the university environment, such as educational staff or administrative staff, so that a comparison of perceptions between academics can be obtained. In addition, future research can consider other psychological variables related to work procrastination, such as motivation, job satisfaction, in order to enrich the understanding of the factors that influence happiness in the academic context.

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