MIKAILALSYS
Journal of Multidisciplinary Sciences

e-ISSN : 2987-2286
p-ISSN : 2987-3924

Index: Harvard, Boston, Sydney, Copernicus, Sinta 4, Scilit, Semantic, Google, etc

https://doi.org/10.58578/mikailalsys.v4i3.11482

The Relationship between Academic Procrastination and Information-Seeking Behavior among Students in the Library and Information Science Program at Universitas Negeri Padang

Regina Putri & Nurizzati
Universitas Negeri Padang, Indonesia
reginaputri3104@gmail.com; nurizzati_2138@fbs.unp.ac.id

Article Info:

Submitted:	Revised:	Accepted:	Published:
Jun 12, 2026	Jul 10, 2026	Jul 22, 2026	Jul 27, 2026

Abstract

Academic procrastination is a major behavioral challenge that may adversely affect students' academic performance and their capacity to seek, evaluate, and use scholarly information effectively. This study aims to examine the relationship between academic procrastination and information-seeking behavior among undergraduate students in the Library and Information Science Program at Universitas Negeri Padang. A quantitative correlational design was employed, involving 61 students selected through proportionate stratified random sampling. Data were collected using a structured questionnaire developed from the indicators of Temporal Motivation Theory for academic procrastination and Ellis's Information-Seeking Behavior Model for information-seeking behavior. The data were analyzed using descriptive statistics, Pearson product–moment correlation, and the coefficient of determination. The findings reveal a significant negative relationship between academic procrastination and information-seeking behavior ($r = -.692$, $p < .001$), indicating that higher levels of procrastination are associated with less effective information-seeking

Mikailalsys is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

behavior. Academic procrastination accounted for 47.9% of the variance in information-seeking behavior. The study concludes that reducing academic procrastination may enhance students' ability to seek information systematically and effectively. These findings contribute to the literature on self-regulated learning and information behavior and provide practical implications for universities in designing interventions that strengthen students' time management, self-regulation, and information literacy competencies.

Keywords: Academic Procrastination; Information Literacy; Information-Seeking Behavior; Self-Regulated Learning; Undergraduate Students

INTRODUCTION

The rapid advancement of information and communication technology has fundamentally transformed the way individuals access, retrieve, and utilize information in the digital era. The widespread availability of online resources, including academic databases, digital libraries, institutional repositories, search engines, and artificial intelligence-based applications, has significantly expanded opportunities for students to obtain information more efficiently. Nevertheless, the increasing abundance of information has also intensified the complexity of identifying relevant, accurate, and credible sources, making information evaluation an essential competency in higher education (Wilanda, 2021). Consequently, university students are expected not only to access information efficiently but also to demonstrate critical judgment throughout the information-seeking process.

The unprecedented growth of digital information has created an environment characterized by information overload, in which the volume and diversity of available information exceed an individual's capacity to process it effectively. Such circumstances often hinder students from distinguishing reliable academic sources from misleading or low-quality information, potentially affecting the quality of their academic work (Santoso, 2021). This phenomenon has become increasingly relevant in higher education, where learning activities heavily depend on the effective use of scholarly information to support assignments, research projects, and scientific writing.

Recent national statistics indicate that internet use for obtaining information has become a dominant practice among Indonesians, reflecting the increasing dependence on digital platforms as primary information sources. Within higher education, this situation

encourages students to rely extensively on online resources to satisfy their academic information needs. While digital technologies facilitate easier access to information, they simultaneously require students to possess adequate competencies in locating, evaluating, and utilizing information critically to support evidence-based learning (Badan Pusat Statistik, 2024).

Information-seeking behavior represents a systematic process through which individuals identify their information needs, select appropriate information sources, retrieve relevant information, evaluate its credibility, and ultimately utilize the acquired information to accomplish specific objectives. Within an academic context, effective information-seeking behavior plays a fundamental role in enabling students to complete coursework, solve academic problems, and produce high-quality scientific assignments supported by credible evidence (Nurfadillah & Ardiansah, 2021). Therefore, information-seeking behavior has become one of the essential competencies required to achieve successful learning outcomes in higher education.

Despite the increasing accessibility of digital information resources, numerous studies have demonstrated that university students continue to encounter substantial challenges during the information-seeking process. Many students experience difficulties in identifying their actual information needs before initiating information retrieval, resulting in inefficient search strategies and inappropriate source selection (Iffatul Khoiroh et al., 2024). These findings suggest that technological accessibility alone is insufficient to ensure effective information retrieval without adequate information literacy competencies.

Previous research has further revealed that the overwhelming quantity of information available on the internet frequently creates confusion during source selection. Instead of facilitating learning, excessive information often complicates students' decision-making processes when determining which sources are most relevant and academically trustworthy (Solehat et al., 2016). As a result, students may rely on information that is easily accessible rather than information that has undergone rigorous academic evaluation.

The credibility of academic references also remains a persistent concern. Students frequently neglect essential evaluation criteria, including author authority, content accuracy, publication currency, and source reliability when selecting academic references. Such practices potentially reduce the quality of academic writing and weaken the validity of research-based arguments presented in students' assignments (Gani et al., 2020).

Consequently, improving students' information-seeking behavior has become an important concern within information science and higher education research.

Several empirical studies have consistently emphasized that effective information-seeking behavior contributes positively to academic achievement, learning effectiveness, and research productivity. Students who systematically search, evaluate, and synthesize scholarly information tend to demonstrate stronger academic performance than those who depend primarily on superficial online searches (Miraj et al., 2021). Likewise, undergraduate students with well-developed information-seeking competencies generally exhibit greater confidence in utilizing academic resources and making informed decisions throughout their learning processes (Humbhi et al., 2022).

Studies conducted in Indonesian universities similarly indicate that students' information-seeking behavior varies considerably according to their ability to utilize available information resources effectively. Research involving Library and Information Science students reported that Google Scholar remains one of the most frequently used academic platforms because of its accessibility and extensive scholarly coverage. Nevertheless, students still experience difficulties in selecting appropriate keywords, evaluating source credibility, and identifying the most relevant academic literature (Fajriati & Nelisa, 2024). Comparable findings have also been reported among graduates searching for employment information, demonstrating that information-seeking behavior extends beyond academic contexts and influences various aspects of decision-making (Nabila & Irhandayaningsih, 2022).

Furthermore, effective information-seeking behavior requires students to formulate systematic search strategies that enable them to identify relevant and credible academic sources efficiently (AlHeneidi & Smith, 2021). As digital information environments continue to evolve, students must also strengthen their ability to critically evaluate the authority, accuracy, and relevance of retrieved information before incorporating it into academic work (Irfandi & Sa'diyah, 2024).

Within Library and Information Science, information-seeking behavior has increasingly attracted scholarly attention because of its strategic role in supporting academic success. Previous investigations have explored information-seeking behavior in diverse contexts, including digital libraries, social media communities, online journals, and specialized information sources (Basirah & Fahimah, 2025). Other studies have examined students' preferences when searching for scientific journals and primary historical

documents, highlighting the importance of effective search strategies in accessing reliable information (Nurhakim, 2024). Collectively, these studies indicate that information-seeking behavior remains a dynamic research topic that requires continuous investigation as digital information environments continue to evolve.

However, information-seeking behavior cannot be understood solely from the perspective of technological accessibility or information literacy. Behavioral and psychological factors also influence how students initiate, conduct, and complete the information-seeking process. Among these factors, academic procrastination has emerged as one of the most influential behavioral tendencies associated with students' academic performance. Individuals who frequently postpone academic responsibilities often delay searching for literature, evaluating scholarly resources, and organizing academic information, thereby reducing the effectiveness of the overall information-seeking process (Fentaw et al., 2022).

Academic procrastination is commonly defined as the intentional delay of academic tasks despite being aware that such postponement may lead to negative consequences. This behavioral tendency reflects deficiencies in self-regulation, time management, and task prioritization, all of which are essential for successful academic performance (Steel, 2007). Students who procrastinate frequently postpone reading academic materials, searching for relevant literature, and evaluating scholarly sources until deadlines become imminent, thereby limiting the time available for comprehensive information retrieval and critical analysis.

The prevalence of academic procrastination among university students remains alarmingly high. Evidence indicates that procrastination affects a substantial proportion of higher education students and has become one of the most common behavioral challenges in academic settings (Husain et al., 2023). Similar findings reveal that procrastination negatively influences learning outcomes because delayed task initiation often results in inadequate preparation and reduced academic engagement (Andini et al., 2025). Moreover, psychological factors such as low academic self-efficacy further increase students' tendency to postpone academic responsibilities, creating a cycle of delayed performance and diminished learning effectiveness (Natalia & Lunanta, 2024).

The consequences of academic procrastination extend beyond poor time management. Students who delay completing academic tasks frequently experience higher levels of stress, reduced academic achievement, and lower learning satisfaction (Grunschel

et al., 2013). Furthermore, procrastination encourages students to prioritize immediate convenience over academic quality, making them more likely to depend on easily accessible information rather than systematically identifying authoritative scholarly sources (Evendi et al., 2025). Such behavioral patterns may ultimately compromise the credibility and scientific quality of academic assignments.

In the context of information seeking, procrastination substantially reduces the opportunity to conduct systematic literature searches. Limited time before assignment deadlines often forces students to adopt shortcut strategies by selecting information that is quickly available instead of critically evaluating multiple academic references. Consequently, essential stages of information-seeking behavior—including source verification, relevance assessment, and information synthesis—are frequently overlooked. This condition weakens students' ability to produce evidence-based academic work and increases their dependence on superficial digital resources (Fentaw et al., 2022).

Preliminary observations conducted among undergraduate students in the Library and Information Science Program at Universitas Negeri Padang further support these concerns. Many students acknowledged postponing both assignment completion and literature searching until deadlines approached. They also reported experiencing difficulties in selecting appropriate keywords, identifying credible academic sources, and evaluating the relevance of retrieved information. Under severe time constraints, several students admitted relying primarily on general search engines or artificial intelligence tools because these platforms provided faster access to information than conventional scholarly databases. These observations suggest that academic procrastination may directly influence the quality of students' information-seeking behavior.

Although previous studies have extensively examined information-seeking behavior among university students, most investigations have concentrated on information needs, search behavior within specific communities, social media environments, and digital library contexts (Basirah & Fahimah, 2025). Meanwhile, research concerning academic procrastination has predominantly focused on learning achievement, psychological well-being, self-efficacy, and academic adjustment (Ainiyah & Nugrahani, 2025). These studies have undoubtedly enriched the existing literature; however, they rarely integrate academic procrastination with students' information-seeking behavior within a unified analytical framework.

Based on the foregoing discussion, a significant research gap remains evident. Existing studies generally investigate either academic procrastination or information-seeking behavior as independent phenomena, whereas empirical evidence explaining the relationship between these two variables remains limited, particularly among undergraduate students enrolled in Library and Information Science programs in Indonesia. Moreover, previous studies have paid relatively little attention to how procrastination influences each stage of the information-seeking process, from identifying information needs to verifying and utilizing academic sources. This gap highlights the necessity of further empirical investigation into the behavioral mechanisms linking academic procrastination with information-seeking behavior.

The novelty of this study lies in its integration of Temporal Motivation Theory proposed by Steel (2007) with Ellis's Information-Seeking Behavior Model (Ellis et al., 1993) to explain the relationship between students' procrastination tendencies and their information-seeking behavior. Unlike previous studies that primarily examined either psychological determinants of procrastination or technical aspects of information retrieval independently, this research analyzes how procrastination influences every stage of academic information seeking, including starting, chaining, browsing, differentiating, monitoring, extracting, verifying, and ending. This integrated perspective provides a more comprehensive understanding of students' academic behavior within digital information environments.

The theoretical foundation adopted in this study offers complementary perspectives for interpreting students' academic behavior. Temporal Motivation Theory explains procrastination as a consequence of interactions among expectancy, value, impulsiveness, and delay, thereby describing why individuals postpone academic responsibilities despite recognizing their importance (Steel, 2007). Conversely, Ellis's Information-Seeking Behavior Model conceptualizes information seeking as a sequence of interconnected activities that collectively determine the effectiveness of information retrieval and utilization (Ellis et al., 1993). Combining these two theoretical perspectives enables a more comprehensive explanation of how behavioral tendencies influence students' academic information practices.

Accordingly, this study aims to examine the relationship between academic procrastination and the information-seeking behavior of undergraduate students in the Library and Information Science Program at Universitas Negeri Padang. By providing empirical evidence regarding this relationship, the study is expected to enrich the literature

in library and information science, particularly concerning behavioral factors influencing academic information seeking. Furthermore, the findings may serve as valuable input for universities in designing interventions that strengthen students' time management skills, reduce academic procrastination, and improve the quality of scholarly information-seeking practices

METHODS

This study employed a quantitative correlational approach to examine the relationship between academic procrastination as the independent variable and information-seeking behavior as the dependent variable among students of the Library and Information Science Study Program at Universitas Negeri Padang. A quantitative approach was selected because it enables objective measurement of research variables through structured instruments and statistical analysis. The correlational design was adopted to investigate the degree of association between the two variables without manipulating the research setting or administering experimental treatments. Data were collected through a survey-based questionnaire and analyzed statistically to test the proposed research hypothesis.

The research design was developed based on two principal variables and their theoretical constructs. Academic procrastination was operationalized using Steel's (2007) Temporal Motivation Theory, comprising four indicators: expectancy, value, impulsiveness, and delay. Information-seeking behavior was conceptualized using Ellis's (1993) information-seeking model, consisting of eight dimensions: starting, chaining, browsing, differentiating, monitoring, extracting, verifying, and ending. These indicators were translated into structured questionnaire items to ensure that each theoretical dimension was represented empirically and could be measured quantitatively. The operationalization of these indicators enabled systematic examination of the relationship between the independent and dependent variables.

The study population consisted of 158 active students from the 2023 and 2024 cohorts of the Library and Information Science Study Program at Universitas Negeri Padang. The sample size was determined using the Slovin formula with a 10% margin of error, resulting in 61 respondents. Participants were selected using probability sampling, specifically proportionate stratified random sampling, because the population comprised two

proportional academic cohorts. This sampling strategy ensured that every member of the population had an equal opportunity to participate while maintaining proportional representation across the identified strata.

Data were collected using a structured questionnaire developed from the indicators of both variables and measured on a four-point Likert scale ranging from strongly agree to strongly disagree. Prior to data collection, the instrument underwent validity testing using the Pearson Product Moment correlation and reliability testing using Cronbach's Alpha coefficient with SPSS version 31. All questionnaire items satisfied the validity criterion by exceeding the required correlation threshold, while internal consistency was assessed through Cronbach's Alpha. Supporting data collection procedures also included preliminary observation and literature review. The questionnaire was distributed online through Google Forms and shared with respondents via WhatsApp.

RESULTS

1. Assumption Tests

a. Normality Test

One-Sample Kolmogorov-Smirnov Test

			Prokrastinasi Akademik	Perilaku Pencarian Informasi
N			61	61
Normal Parameters[a,b]	Mean		29.7049	59.4098
	Std. Deviation		10.03219	20.18942
Most Extreme Differences	Absolute		.108	.111
	Positive		.103	.111
	Negative		-.108	-.072
Test Statistic			.108	.111
Asymp. Sig. (2-tailed)[c]			.072	.062
Monte Carlo Sig. (2-tailed)[d]	Sig.		.069	.059
	99% Confidence Interval	Lower Bound	.063	.053
		Upper Bound	.076	.065

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Figure 1. Normality Test Results

Figure 1. Normality Test Results shows that the Asymp. Sig. (2-tailed) values are 0.072 for Academic Procrastination and 0.062 for Information-Seeking Behavior. Both

values exceed 0.05, indicating that the data are normally distributed and satisfy the normality assumption.

b. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Perilaku Pencarian Informasi * Prokrastinasi Akademik	Between Groups	(Combined)	11673.280	23	507.534	4.185	<,001
		Linearity	7743.730	1	7743.730	63.849	<,001
		Deviation from Linearity	3929.550	22	178.616	1.473	.146
	Within Groups		4487.408	37	121.281		
	Total		16160.689	60			

Figure 2. Linearity Test Results

Figure 2. Linearity Test Results shows that the Deviation from Linearity significance value is 0.146, which is greater than 0.05, while the Linearity significance value is < 0.001. These results indicate a significant linear relationship between academic procrastination and information-seeking behavior, confirming that the linearity assumption is satisfied.

2. Hypothesis Testing

a. Correlation Test

Correlations

		Prokrastinasi Akademik	Perilaku Pencarian Informasi
Prokrastinasi Akademik	Pearson Correlation	1	-.692***
	Sig. (2-tailed)		<,001
	N	61	61
Perilaku Pencarian Informasi	Pearson Correlation	-.692***	1
	Sig. (2-tailed)	<,001	
	N	61	61

***. Correlation is significant at the 0.001 level (2-tailed).

Figure 3. Correlation Test Results

Figure 3. Correlation Test Results shows a Pearson correlation coefficient (r) of −0.692 with a significance value of < 0.001. This result indicates a strong, negative, and statistically significant relationship between academic procrastination and information-seeking behavior. In other words, higher levels of academic procrastination are associated with lower levels of information-seeking behavior. Therefore, H_0 is rejected and H_1 is accepted.

b. Coefficient of Determination Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.692[a]	.479	.470	11.94405

a. Predictors: (Constant), Prokrastinasi Akademik

Figure 4. Coefficient of Determination Results

Figure 4. Coefficient of Determination Results shows an R Square value of 0.479, indicating that 47.9% of the variance in information-seeking behavior is explained by academic procrastination, while the remaining 52.1% is attributed to other factors not examined in this study.

DISCUSSION

The findings of this study demonstrate a significant negative relationship between academic procrastination and information-seeking behavior among undergraduate students in the Library and Information Science Program at Universitas Negeri Padang. The Pearson Product-Moment correlation analysis yielded a correlation coefficient of –0.692 with a significance level of $p < 0.001$, indicating a strong inverse relationship between the two variables. In addition, the coefficient of determination ($R^2 = 0.479$) reveals that academic procrastination accounts for 47.9% of the variance in students' information-seeking behavior, whereas the remaining 52.1% is explained by other factors beyond the scope of this study. These findings suggest that although information-seeking behavior is influenced by multiple determinants, academic procrastination constitutes one of its most influential behavioral predictors.

The results further indicate that students generally exhibited a moderate tendency toward academic procrastination while maintaining relatively good information-seeking behavior. However, the observed negative association suggests that increased procrastination weakens students' engagement in systematic information-seeking activities. Students who postpone academic responsibilities are less likely to initiate information searches promptly, allocate sufficient time to evaluate scholarly sources, or conduct comprehensive literature retrieval before completing academic assignments. Consequently, procrastination not only delays task completion but also reduces the overall quality and effectiveness of the information-seeking process. This finding is consistent with the study's objective of

examining whether procrastination influences students' ability to search for academic information effectively.

The descriptive findings also provide valuable insights into the behavioral dimensions underlying academic procrastination. Among the four dimensions proposed in Temporal Motivation Theory, the impulsiveness indicator demonstrated the highest average score. This result indicates that students were particularly susceptible to distractions from alternative activities while completing academic tasks, often interrupting assignments or prioritizing more enjoyable activities over academic responsibilities. Such behavioral tendencies reduce students' opportunities to engage in systematic literature searching and critical evaluation of information sources. Conversely, the expectancy, value, and delay dimensions also contributed to procrastination, suggesting that students frequently postponed assignments because they perceived tasks as difficult, uninteresting, or less personally meaningful. Collectively, these findings illustrate that procrastination is not merely a matter of poor time management but also reflects motivational and cognitive processes that shape students' academic behavior.

From the perspective of information-seeking behavior, the findings imply that students who demonstrate lower levels of procrastination are more likely to perform each stage of Ellis's information-seeking model effectively. They tend to identify information needs earlier, formulate more appropriate search strategies, evaluate source credibility more critically, and synthesize retrieved information more comprehensively before completing academic tasks. In contrast, students with stronger procrastination tendencies frequently delay the initiation of information searching until deadlines become imminent, limiting the time available for browsing, monitoring, verifying, and selecting high-quality academic references. Consequently, the effectiveness of information-seeking behavior depends not only on students' information literacy competencies but also on their ability to regulate academic behavior and manage learning responsibilities efficiently.

The present findings are consistent with previous studies reporting that academic procrastination negatively affects learning performance and academic engagement. Husain et al. (2023) reported that students with higher levels of procrastination generally experience greater academic difficulties because delayed task initiation reduces the time available for effective learning activities. Likewise, Andini et al. (2025) found that procrastination impairs students' academic performance by encouraging inefficient learning habits and inadequate

preparation before completing assignments. The present study extends these findings by demonstrating that the consequences of procrastination are not limited to learning outcomes but also influence the quality of students' information-seeking behavior throughout the academic process.

The findings also support earlier studies concerning information-seeking behavior among university students. Fajriati and Nelisa (2024) observed that although students frequently utilize digital information resources such as Google Scholar, many still encounter challenges in selecting relevant keywords and evaluating the credibility of retrieved information. Similarly, Gani et al. (2020) emphasized that students often experience difficulties in assessing the reliability and authority of academic sources, thereby reducing the quality of scholarly work. The current study complements these findings by providing empirical evidence that such difficulties may partly originate from students' procrastination tendencies, which reduce the time and cognitive effort devoted to systematic information retrieval and critical source evaluation. This finding broadens the understanding of information-seeking behavior by highlighting academic procrastination as an important behavioral factor influencing students' engagement with scholarly information.

The findings of this study provide important theoretical implications for the fields of Library and Information Science and educational psychology by demonstrating that information-seeking behavior is influenced not only by information literacy competencies but also by students' behavioral characteristics. The significant negative relationship identified in this study supports Temporal Motivation Theory, which argues that individuals tend to postpone academic tasks when motivation is weakened by low expectancy, limited task value, high impulsiveness, or delayed rewards. In the present study, these motivational tendencies were reflected in students' delayed initiation of academic tasks, including searching for scholarly references and evaluating relevant information. Consequently, the findings suggest that behavioral regulation constitutes an essential component of effective information-seeking behavior and should be considered alongside cognitive and technical competencies when explaining students' academic information practices.

From the perspective of information behavior, the findings also reinforce Ellis's Information-Seeking Behavior Model, which conceptualizes information seeking as a sequence of interconnected activities, including starting, chaining, browsing, differentiating, monitoring, extracting, verifying, and ending. Students who procrastinate are less likely to

complete these stages systematically because limited time before assignment deadlines encourages superficial searching rather than comprehensive information retrieval. As a result, they may rely on easily accessible information without adequately evaluating its relevance, credibility, or academic quality. This finding broadens the application of Ellis's model by demonstrating that successful information seeking depends not only on search strategies but also on students' ability to regulate their academic behavior throughout the learning process.

The practical implications of this study are equally significant for higher education institutions, particularly Library and Information Science programs. Universities should not focus exclusively on improving students' technical information literacy skills but should also develop interventions aimed at reducing academic procrastination. Training programs emphasizing time management, self-regulated learning, academic planning, and effective information-search strategies may help students initiate literature searches earlier and allocate sufficient time to evaluate scholarly sources critically. Furthermore, lecturers may encourage progressive assignment deadlines, staged literature reviews, and continuous feedback to minimize students' tendencies to postpone academic work. Such initiatives could strengthen both academic responsibility and the quality of students' information-seeking behavior, ultimately improving the quality of research-based learning.

The findings also have implications for academic libraries and librarians. As information professionals, librarians can contribute to reducing the negative consequences of procrastination by providing user education programs that encourage students to begin information searches as soon as assignments are introduced. Workshops on database searching, reference management, keyword formulation, and source evaluation may assist students in conducting more systematic and efficient literature retrieval. Strengthening collaboration between librarians and faculty members may also facilitate the integration of information literacy instruction into academic courses, enabling students to develop effective information-seeking habits throughout their university education.

Despite these contributions, several limitations should be acknowledged. First, this study involved only undergraduate students from the Library and Information Science Program at Universitas Negeri Padang, limiting the generalizability of the findings to students from other disciplines or higher education institutions. Second, the research employed a cross-sectional correlational design, which identifies statistical associations but does not establish causal relationships between academic procrastination and information-seeking

behavior. Third, the data were collected using self-report questionnaires, making the findings potentially susceptible to response bias and differences in respondents' subjective perceptions. Finally, although academic procrastination explained 47.9% of the variance in information-seeking behavior, the remaining 52.1% indicates that additional factors—including information literacy, digital competence, academic motivation, self-efficacy, and learning environment—may also influence students' information-seeking behavior and warrant further investigation.

Overall, this study contributes to the growing body of literature by integrating academic procrastination with information-seeking behavior within a single analytical framework. Unlike previous studies that examined these variables separately, the present research demonstrates that behavioral regulation plays a substantial role in shaping students' engagement with academic information. By identifying academic procrastination as a significant predictor of information-seeking behavior, this study expands existing theoretical perspectives while offering practical recommendations for universities, librarians, and educators seeking to improve students' academic performance and information literacy. The findings therefore provide empirical evidence that reducing procrastination may enhance not only students' ability to complete academic tasks on time but also the effectiveness, quality, and credibility of their scholarly information-seeking practices.

CONCLUSION

This study concludes that academic procrastination is significantly associated with information-seeking behavior among undergraduate students in the Library and Information Science Program at Universitas Negeri Padang. The findings demonstrate a strong and statistically significant negative relationship, indicating that students with higher levels of academic procrastination tend to exhibit lower-quality information-seeking behavior. Conversely, students who are able to manage their academic responsibilities more effectively are more likely to engage in systematic information retrieval, critically evaluate information sources, and utilize scholarly resources appropriately. These findings successfully address the primary objective of the study by confirming that academic procrastination is an important behavioral factor influencing students' academic information-seeking practices.

This study contributes to the existing body of knowledge by integrating academic procrastination and information-seeking behavior within a single analytical framework. By

combining the perspectives of motivational behavior and information-seeking theory, the research provides a more comprehensive understanding of how behavioral regulation influences the effectiveness of students' information-search processes. Beyond its theoretical contribution, the study also offers practical insights for higher education institutions by emphasizing that efforts to improve students' information literacy should be accompanied by strategies aimed at reducing academic procrastination through enhanced time management, self-regulation, and academic support.

The findings have important implications for universities, lecturers, and academic libraries in developing learning environments that encourage students to initiate information searches earlier, evaluate academic resources more critically, and complete assignments in a timely manner. Future studies are recommended to include participants from different academic disciplines and institutions, employ larger and more diverse samples, and examine additional variables that may influence information-seeking behavior, such as information literacy, self-efficacy, digital competence, and academic motivation. Such investigations will provide a broader understanding of the complex factors shaping students' information behavior and support the development of more effective educational interventions.

REFERENCES

Ainiyah, H. R., & Nugrahani, R. F. (2025). Peran Self-Efficacy terhadap Prokrastinasi Akademik pada Mahasiswa: Pendekatan Regresi Linear Sederhana. *Edukatif: Jurnal Ilmu Pendidikan, 7*(5), 1245–1252. https://edukatif.org/edukatif/article/view/8537

AlHeneidi, H. H., & Smith, A. P. (2021). Exploring the influence of information overload, internet addiction, and social network addiction on students' well-being and academic outcomes. In L. Longo & M. C. Leva (Eds.), *Human mental workload: Models and applications* (pp. 116–135). Springer International Publishing. https://doi.org/10.1007/978-3-030-91408-0_8

Amridojaya, M., & Rukiyah, R. (2021). Perilaku Informasi Mahasiswa Ilmu Perpustakaan Universitas Diponegoro Angkatan 2018 dan 2019 dalam Mencari Smartphone yang Sesuai dengan Kebutuhan. *Anuva: Jurnal Kajian Budaya, Perpustakaan, dan Informasi, 5*(3), 505–514. https://doi.org/10.14710/anuva.5.3.505-514

Andini, Kardo, R., & Suryadi. (2025). Pengaruh Prokrastinasi Akademik terhadap Hasil Belajar Peserta Didik Kelas VII di SMPN 1 Ranah Batahan. *Pendas: Jurnal Ilmiah Pendidikan Dasar, 10*(3). https://journal.unpas.ac.id/index.php/pendas/article/view/30328

Badan Pusat Statistik. (2025, August 29). *Statistik Telekomunikasi Indonesia 2024*. https://www.bps.go.id/id/publication/2025/08/29/beaa2be400eda6ce6c636ef8/statistik-telekomunikasi-indonesia-2024.html

Ellis, D., Cox, D., & Hall, K. (1993). A comparison of the information seeking patterns of researchers in the physical and social sciences. *Journal of Documentation, 49*(4), 356–369. https://doi.org/10.1108/eb026919

Evendi, P., Basri, B., & Sabir, S. (2026). Hubungan Prokrastinasi Akademik dengan Kejadian Nomophobia pada Mahasiswa Tingkat Akhir Universitas Widya Nusantara. *Jurnal Kesehatan Tambusai, 7*(1). https://doi.org/10.31004/jkt.v7i1.55028

Fahimah, H. B. A. (2025). Perilaku Pencarian Informasi Stray Kids (K-Pop) oleh Kelompok Penggemar melalui Twitter. *Jurnal Ilmu Informasi, Perpustakaan, dan Kearsipan, 27*(1), Article 5. https://doi.org/10.7454/jipk.v27i1.1130

Fajriati, D., & Nelisa, M. (2024). Perilaku Pencarian Informasi Mahasiswa Departemen Ilmu Informasi dan Perpustakaan Universitas Negeri Padang dalam Menggunakan Google Scholar. *Jurnal Pendidikan Tambusai, 8*(2), 27303–27315. http://jptam.org/index.php/jptam/article/view/17656

Fentaw, Y., Moges, B. T., & Ismail, S. M. (2022). Academic procrastination behavior among public university students. *Education Research International, 2022*, Article 1277866. https://doi.org/10.1155/2022/1277866

Gani, A. R. F., Arwita, W., Syahraini, S., & Daulay, N. K. (2020). Literasi Informasi dalam Tugas Mini Riset Mahasiswa Baru Jurusan Biologi pada Mata Kuliah Morfologi Tumbuhan. *Jurnal Pelita Pendidikan, 8*(3). https://doi.org/10.24114/jpp.v8i3.19809

Grunschel, C., Patrzek, J., & Fries, S. (2013). Exploring reasons and consequences of academic procrastination: An interview study. *European Journal of Psychology of Education, 28*(3), 841–861. https://doi.org/10.1007/s10212-012-0143-4

Humbhi, S., Tareen, S. A., & Humbhi, A. (2022). Information needs and information-seeking behavior of undergraduate students: A remote area perspective. *Library Philosophy and Practice (e-journal)*, Article 6838. https://scholarworks.sjsu.edu/libphilprac/6838/

Husain, A. R., Wantu, T., & Pautina, M. R. (2023). Perilaku Prokrastinasi Akademik dan Faktor Penyebabnya pada Mahasiswa. *Student Journal of Guidance and Counseling, 2*(2), 145–157. https://doi.org/10.37411/sjgc.v2i2.1907

Irfandari, A. N., & Sa'diyah, H. (2024). Analisis Perbandingan Efektivitas Pemanfaatan Sumber Informasi di Perpustakaan Fisik dan Digital. *TADWIN: Jurnal Ilmu Perpustakaan dan Informasi, 5*(2), 97–110. https://doi.org/10.19109/tadwin.v5i2.23517

Khoiroh, I., Andajani, K., & Widyartono, D. (2024). Analisis Kebutuhan dalam Pengembangan Asesmen Diagnostik Literasi Informasi Mahasiswa dalam Penulisan Karya Ilmiah. *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra, 10*(1), 368–378. https://doi.org/10.30605/onoma.v10i1.3082

Miraj, M., Chuntian, L., Mohd Said, R., Osei-Bonsu, R., & Rehman, R. U. (2021). How information-seeking behavior, essential technologies, and resilience enhance the academic performance of students. *Frontiers in Psychology, 12*, Article 651550. https://doi.org/10.3389/fpsyg.2021.651550

Nabila, Y. S., & Irhandayaningsih, A. (2022). Perilaku Pencarian Informasi Fresh Graduate Fakultas Ilmu Budaya Universitas Diponegoro dalam Mencari Pekerjaan. *Anuva: Jurnal Kajian Budaya, Perpustakaan, dan Informasi, 6*(1), 13–22. https://doi.org/10.14710/anuva.6.1.13-22

Natalia, D., Lunanta, L. P., & Safitri. (2023). Dampak Academic Self-Efficacy terhadap Prokrastinasi Akademik pada Mahasiswa yang Bermain Game Online. *Psychommunity Seminar Nasional Psikologi Esa Unggul*, 97–109. https://prosiding.esaunggul.ac.id/index.php/SEMNASPSIKOLOGI/article/view/305

Nurfadillah, M., & Ardiansah, A. (2021). Perilaku Pencarian Informasi Mahasiswa dalam Memenuhi Kebutuhan Informasi sebelum dan saat Pandemi Covid-19. *Fihris: Jurnal Ilmu Perpustakaan dan Informasi, 16*(1), 21–39. https://doi.org/10.14421/fhrs.2021.162.21-39

Nurhakim, S. (2024). Perilaku Pencarian Informasi dalam Menentukan Sumber Primer Berbahasa Belanda bagi Penulisan Sejarah Islam. *Shaut Al-Maktabah: Jurnal Perpustakaan, Arsip dan Dokumentasi, 16*(1), 65–88. https://doi.org/10.37108/shaut.v16i1.1266

Santoso, J. (2021). Kemas Ulang Informasi Koleksi Perpustakaan sebagai Upaya Pemenuhan Kebutuhan Informasi Para Pemustaka. *ABDI PUSTAKA: Jurnal Perpustakaan dan Kearsipan, 1*(2), 67–72. https://doi.org/10.24821/jap.v1i2.5955

Solehat, D. S., Rusmono, D., & Rullyana, G. (2016). Perilaku Pencarian Informasi Mahasiswa Pendidikan Bahasa Asing di Universitas Pendidikan Indonesia. *Edulib, 6*(1), 51–67. https://doi.org/10.17509/edulib.v6i1.5002

Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin, 133*(1), 65–94. https://doi.org/10.1037/0033-2909.133.1.65

Wilanda, R. D. (2021). Implementasi STBI "Search Operation" dalam Meningkatkan Literasi Informasi Mahasiswa dalam Pembelajaran Daring. *JIPI (Jurnal Ilmu Perpustakaan dan Informasi), 6*(2), 169–181. https://doi.org/10.30829/jipi.v6i2.7274