

The Effect of Self-Regulated Learning on Student Academic Procrastination

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Article Information

ABSTRACT

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Background: This also happens to PGSD students. Based on observations, show that the majority of students have carried out academic procrastination such as delaying doing coursework, delaying studying when facing exams, and sometimes choosing to do things that are more fun and unrelated to academic assignments. The emergence of academic procrastination behavior is caused by several factors, including low intrinsic motivation, laziness in studying, lack of discipline in the way parents educate them, influence from friends in their environment, as well as a lack of self-regulated learning (SRL) in managing time for doing assignments with other things. **Aim:** This study aims to determine the effect of self-regulated learning on academic procrastination of Muhammadiyah University students of Palangkaraya. **Method:** This type of research is quasi-experimental research. The population of this study was 2714, while the sample was 349 students. Data were collected by using several instruments in the form of an academic procrastination scale and a self-regulated learning scale. Statistical testing using linear regression analysis. **Results and Discussion:** The results of the study indicated that the significance value is $0.025 < 0.05$. **Conclusion:** It can be concluded that there is a significant influence on the self-regulated learning on academic procrastination of Muhammadiyah University students of Palangkaraya.

Keywords: Self-Regulated Learning, Academic Procrastination, Students



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INTRODUCTION

After the COVID-19 pandemic, there has been a noticeable decrease in student happiness levels during learning (Fathoni, A. R., Indrawati, 2022). This phenomenon has been present since the beginning of the pandemic, which led to the implementation of distance learning systems for teaching and learning. As lecturers have less control over students in this system, students are required to be more independent, which can lead to procrastination in learning activities. Additionally, students' lack of time management skills during lectures can cause delays in academic assignments (Basri, 2018).

Delays in completing academic assignments and delays in learning activities are known as academic procrastination. Academic procrastination is a delay in starting or completing student academic assignments within a certain period or until the final deadline (Stussi & Sander, 2019). The phenomenon of academic procrastination among students has been going on for decades (Ying, Y., & Lv, 2012). A person is said to be procrastinating if he shows characteristics including fear of failure, impulsiveness, perfectionism, passivity, lack of self and

time management, low learning motivation, having a fairly weak learning strategy, and procrastinating so that he exceeds the deadline (Steel & Klingsieck, 2016). This also happens to PGSD students. Based on observations, show that the majority of students have carried out academic procrastination such as delaying doing coursework, delaying studying when facing exams, and sometimes choosing to do things that are more fun and unrelated to academic assignments. The emergence of academic procrastination behavior is caused by several factors, including low intrinsic motivation, laziness in studying, lack of discipline in the way parents educate them, influence from friends in their environment, as well as a lack of self-regulated learning (SRL) in managing time for doing assignments with other things (Sandhya & Ramadhani, 2021).

Students who practice self-regulated learning (SRL) possess the knowledge and skills necessary to become successful learners by utilizing appropriate cognitive aspects, motivation, and effective learning strategies (Sierens et al., 2009). Such students tend to be more independent and take responsibility for their learning. They become more conscious of the conceptual

foundations of relationships or explanations to questions that arise during the learning process. Moreover, they are capable of constructing their learning concepts and finding innovative solutions to the problems they encounter.

Students who practice self-regulated learning tend to be more engaged in carrying out their learning activities. For instance, they actively participate in class discussions, position themselves in the front rows, seek additional resources to master the subject matter, create a conducive learning environment, readily seek advice and information, and foster a positive learning atmosphere (Clarebout & Horz, 2016; Elstad & Turmo, 2014; Kolovelonis et al., 2012). Additionally, such students are more likely to actively study the material they don't understand by making study plans, monitoring and evaluating their learning outcomes, repeating and organizing their learning, striving for optimal performance, and seeking help from friends, teachers, or other knowledgeable individuals.

Self-regulated learning is a crucial skill for students to possess, as it enables them to remain alert and organized when carrying out academic tasks, and to achieve their learning goals while avoiding academic procrastination (Astuti & Wangid, 2018; Naderi et al., 2021). The SRL process comprises three cyclical aspects, which are processes and beliefs that occur before learning begins (forethought), processes when learning activities occur (performance), and processes that occur after learning activities (self-reflection) (Zimmerman, 2002). These three aspects can help students plan and strategize their learning, set specific learning targets and goals, take responsibility for their learning, and determine the necessary steps to achieve their learning goals. Good SRL can encourage success and increase student achievement through the use of effective learning strategies to attain the desired goals (Jantz, 2011).

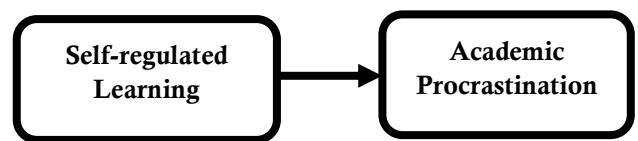
SRL and academic procrastination are two interrelated things. Proven by several studies regarding self-regulated learning with academic procrastination in memorizing the Al-Qur'an at the Ma'had 'Aly mahasantri Al-Akbar National Mosque Surabaya (MAS) shows that the higher the mahasantri's self-regulated learning, the lower the level of procrastination, and vice versa (Rizanti, 2013). The same thing is also shown from the results of research regarding the influence of self-regulated learning and achievement motivation on students' academic

significant influence of self-regulated learning, parenting patterns, and year of registration as an aggregate on academic procrastination (Chotimah & Nurmufida, 2020).

Based on the background of the problems above, it is important to research the influence of self-regulated learning on academic procrastination. Researchers are interested in finding out how significant the influence of self-regulated learning is on students' academic procrastination.

METHOD

The methodology of this research is quantitative (Sugiyono, 2013). In this study, the methods used for data collection is by using the academic procrastination scale and the self-regulated learning scale. The design of this research is described as follows.



Picture 1. Research Model

This research was carried out at Muhammadiyah University of Palangkaraya, Central Kalimantan. The study involved 2714 active students at the Muhammadiyah University of Palangkaraya. The sampling was done using random sampling techniques, and 349 students were selected as samples. The self-regulated learning and academic procrastination scale questionnaire was used as the data collection instrument. The data analysis technique used in this study is linear regression analysis.

Self-regulation indicators include three cyclical phases, namely processes and beliefs that occur before learning begins (forethought), processes when learning activities occur (performance), and processes that occur after learning activities (self-reflection) (Zimmerman, 2002). Indicators of academic procrastination include delays in starting or completing assignments encountered, delays in doing tasks, a time gap between plans and actual performance, and doing other activities that are more enjoyable than carry out the tasks that must be done (Ferrari, Johnson & McCown, 1995).

RESULTS AND DISCUSSION

Table 1. KMO test and Bartlett's Test of Sphericity

Variable	Kaiser Meyer – Olkin (KMO)	Bartlett's Test of Sphericity (Sig.)
Self-Regulated Learning	.787	0.000
Academic Procrastination	.777	0.000

procrastination behavior that students who have high SRL will have a low tendency to engage in procrastination (Fathoni, A. R., Indrawati, 2022). Then, other research regarding the influence of self-regulated learning and parenting patterns on students' academic procrastination shows that there is a

Results

Confirmatory Factor Analysis (CFA) was used to test the research instrument's validity. According to Hair et al. (2014), a value greater than 0.50 indicates that the instrument is valid. The Kaiser Meyer-Olkin (KMO) test is used to assess the

appropriateness of the instrument. If the index value is high (ranging from 0.5 to 1.0), factor analysis can be carried out with confidence. However, if the value is below 0.5, factor analysis cannot be performed (Ghozali, 2013).

Based on Table 1, it can be observed that the Kaiser Meyer–Olkin (KMO) test for the SRL variable is 0.787. The Anti-image Matrices correlation table reveals that out of the 21 statement items analyzed in the questionnaire, 8 items were found to be invalid and could not be analyzed any further. Hence, only 13

This research also included several classical assumption tests such as the normality test, linearity test, multicollinearity test, and heteroscedasticity test. The normality test produced a significant value of 0.177. The linearity test represented by the Deviation from Linearity (DfL) value shows the DfL of the Self-regulated Learning variable to be 0.565.

The multicollinearity test is shown in the Tolerance and VIF columns. Tolerance and VIF for the Self-regulated Learning

Table 2. Reliability Test

Variable	Normal Limit	Cronbach's Alpha Value	Information
Self-Regulated Learning	.70	.869	Reliable
Academic Procrastination	.70	.845	Reliable

items are worth exploring in the future. The academic procrastination variable produced a value of 0.777. The Anti-image Matrices correlation table shows that out of the 16 items analyzed, 2 items were found to be invalid and could not be analyzed any further. Therefore, only 14 items are considered

variable are 0.675 (Tolerance) and 1.482 (VIF). The heteroscedasticity test for the Self-regulated Learning variable is 0.534. The results of the classical assumption test show that the data in this study passed the classical assumption test so that it could be continued with the regression test.

Table 3. Classic assumption test

Variable	Normality	Linearity	Multicollinearity		Heteroscedasticity
	Sig.	Deviation from Linearity	Tolerance	VIF	Sig.
Self-Regulated Learning	.177	.565	.675	1.482	.534

to be significant and worthy of further research. After conducting the validity test, the next step is to test for reliability. Cronbach's Alpha value of 0.70, shown in Table 2, suggests that both variables are reliable.

After carrying out validity tests, reliability tests, and classical assumption tests, researchers entered the next stage, namely conducting hypothesis tests.

Table 4. Regression Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
I	Self-regulated Learning	-.123	.054	-.137	-2.251	.025

a. Dependent Variable: Academic Procrastination

Table 4 shows that the significant value of the self-regulated learning variable is 0.025. These results show significant results on the self-regulated learning variable on student academic procrastination.

Discussion

In the learning process, SRL has three cyclical aspects, namely processes and beliefs that occur before learning begins (forethought), processes when learning activities occur (performance), and processes that occur after learning activities (self-reflection) (Zimmerman, 2002). In the forethought phase, there are two component aspects, namely task analysis and self-motivation beliefs. Task analysis includes goal setting and strategic planning. Goals can be interpreted as

determining or determining the learning outcomes that an individual wants to achieve and then carrying out strategic planning to achieve these goals. Self-motivation beliefs refer to the extent to which students understand the material or skills they are learning, demand independence, and use effective means to achieve goals (Volters et al., 2006). Self-motivation beliefs include self-efficacy, outcome expectations, intrinsic interest or valuation, and goal orientation. At the forethought stage, 63% of students had not yet determined their goals and strategies for learning. They have difficulty determining long-term goals for learning activities in certain subjects so they are not mature in developing strategies to achieve maximum results

In the performance phase (Performance/Volitional control), there are two component aspects, namely self-control and self-observation. Self-control is how students avoid external distractions from their learning to focus on learning and use time effectively for learning while Self-observation leads to student responses that involve monitoring their performance systematically so that it can provide information about how well they are progressing in achieving goals (Zhu et al., 2016; Zimmerman, 2002). In this phase, 65% of students are not optimal in focusing and concentrating on studying and doing the assignments given by the lecturer. Students are unable to measure the progress of their learning abilities regularly. One of the obstacles experienced by students is understanding the lecture material and not immediately finding a solution to this.

In the self-reflection phase, there are two component aspects, namely self-judgment and self-reaction. Self-judgment is a belief about the causes of success or mistakes in achieving learning goals and self-reaction is the response to subsequent actions taken by individuals to the results that have been achieved to support learning success. In this phase, 67% of students did not evaluate the learning results obtained previously and felt that they were satisfied with the results received. Basically, students have different levels of SRL. The higher the student's SRL, the lower the academic procrastination, and the lower the student's SRL, the higher the academic procrastination behavior. With good student SRL, definitely you can reduce or even eliminate academic procrastination behavior.

CONCLUSION

Based on the results of the research and discussion that have been described, the significance value of self-regulated learning on student academic procrastination is $0.025 < 0.05$, so it can be concluded that there is a significant influence of self-regulated learning on the academic procrastination of Palangkaraya Muhammadiyah University students.

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