



The Effect Of Self-Efficacy And Self-Regulated Learning On Student Academic Procrastination

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Abstract

Students as part of educational institutions are required to be able to develop various potentials optimally. In reality, students often face their assignments and appear reluctant and delay doing them. This study aims to seek dominance the effect of self-efficacy and self-regulated learning on academic procrastination. The type of research used associative quantitative research, research that asks the relationship between 2 or more variables. this study used a causal relationship. the population in this study totaled 215 from the 2018, 2019 and 2020 class. the sample in this study totaled 140 which were collected using random sampling. The results showed that there was a significant negative effect of self-regulated learning on academic procrastination with the result $t_{count} > t_{table}$ ($13.391 > 1.977$), there was no significant negative effect of self-regulated learning on student academic procrastination with the results $t_{count} < t_{table}$ ($1.606 < 1.977$), there is a simultaneous effect of self-efficacy and self-regulated learning on student academic procrastination with the results $F_{count} > F_{table}$ ($239.889 > 3.08$) and obtained R^2 (R Square) of 0.778 or 77.8% while the remaining 23.8 % is influenced by other variables not tested in this study. The number of respondents is not as much as expected and researchers experienced difficulties when distributing questionnaires to respondents. This study examines student academic procrastination to determine the causation of partial and simultaneous self-efficacy and self-regulated learning.

Keywords: *Self-efficacy; Academic procrastination; Self-regulated Learning*

Introduction

According to research by Schraw et al. (2007) in (Yuhan & Yamleam, 2021), procrastination among undergraduate students in tertiary institutions is highly widespread. In fact, more than 70% of students admit to procrastinating frequently. Furthermore, the results of Steel's research (2007) about 25% to 75% of students reported that procrastination is a problem in the academic scope of students. Furthermore, the findings of Lafoge (2005) in (Miswanto, 2022) show procrastination behavior carried out by students by 95% in delaying starting and completing assignments and 70% of students often procrastinate.

Procrastination happens at all ages, including college students and elementary school kids, according to the results of the experts mentioned above, and some of them constantly put off doing their homework.

Academic procrastination has several negative impacts. Ferrari and Morales (2007) state academic procrastination's detrimental effects on students, (46/600 Words) EnglishGo ProNow Paraphrased Text In other words, time wasted for nothing. Tice and Baumeister (2017) also noted that academic procrastination can cause stress and affect individual psychological dysfunction. Procrastinators face deadlines and this can be a pressure and stressful experience for them. Long before that Burns, Dittman, Nguyen, & Mitchelson (2000) and Wolters (2003) had also revealed the results of procrastinating that a person will lose time, suffer health, and low self-esteem(Cahyono, 2020).

The elements that influence academic procrastination are divided into two categories by Ghufroon & Risnawati (2016): internal and external influences. Procrastination is influenced by external influences, or those that are not inside the person. While internal forces come from within the person themselves. One of the individual factors is self-efficacy and self-regulated learning. As explained by Bandura (1991) According to social cognitive theory, triad mutual determinism is a model consisting of three factors that influence behavior: (1) environment (E), (2) individual (P), and (3) behavior (B) self. It is said to be Believes that individual behavior is influenced by environmental factors and individual characteristics (Abdullah, 2019).

According to Lumonnga (2014) in (Hidayanti, 2021) Procrastination can occur because it is influenced by self-regulatory failure and low self-efficacy. Thus, the effort that can be made to reduce the level of procrastination is to foster self-efficacy and self-regulated learning in students or university students. Low self-regulated learning will impact academic procrastination. Wolters (2003), found that procrastination occurs due to low and lack of ability in learning based on self-regulation and not having enough time to learn

Numerous research have shown that highly self-regulated learning would lower the amount of academic procrastination among students. Academic procrastination decreases as self-regulated learning increases (Avati et al., 2019; Chotimah & Nurmufida, 2020; Santika & Sawitri, 2016; Ulum, 2016). The results of the study (Avati et al., 2019; Chotimah & Nurmufida, 2020) claims that, at the 5% level of significance, self-directed learning has a considerable detrimental impact on academic procrastination. Academic procrastination is effectively contributed to by self-regulated learning to the extent of 67% (Santika & Sawitri, 2016). Furthermore (Ulum, 2016) claims that students' academic procrastination may be reduced through self-regulated learning.

Students who have low self-efficacy will find it difficult to motivate themselves so that they can reduce their efforts in completing the task at hand, individuals also do not feel

confident about being able to do the task. Academic procrastination is more common in people with low self-efficacy (Wulandari et al., 2020)

Students that have high self-efficacy will be less likely to put off their academic work. Self-efficacy levels are inversely correlated with academic procrastination (Alqudah et al., 2014; Fitriani & Djamhoer, 2021; Hidayanti, 2021; Rohmatun, 2014; Wulandari et al., 2020). The findings (AlQudah, et al. 2014; Rohmatun & Taufik, 2014 and Wulandari, et al. 2020) assert that self-efficacy and academic procrastination have a substantial relationship. The results of the study (Hidayanti and Hariastuti, 2021) state that there is an effect with a significant level <0.05 on the variable self-efficacy on academic procrastination. And the results of the study (Fitriani & Djamhoer, 2021) show that academic self-efficacy has a 69.8% effect on procrastination.

According to the above description, the problem formulation for this study is how to influence self-efficacy and self-regulated learning on academic procrastination so that it can be used as a reference and source for future research while also foreseeing the occurrence of academic procrastination and lower learning achievement.

Research methods

The type of study used is a continuous quantitative study, that is, a study that asks about the relationship between two or more variables. The relationship used in this study is causal. A causal relationship is one that consists of an independent variable (influencing variable) and a dependent variable (Sugiyono, 2013).

The population of this study was 215 students of the FKIP ULM economic education research program from the classes of 2018, 2019 and 2020. To determine the sample size to be drawn from the study population, the formula is proposed. by Slovin (1960) in Sugiyono (2013). The sample for this study was 140 people.

I. Results and Discussion

Linear Regression Between Variables

Results of self-efficacy domination test on academic procrastination based on the table above, the calculated t value for the self-efficacy variable is 13.391. While $t_{table} = t_{(\alpha/2; n-k-1)}$, it is known that $t = (0.025; 137)$. So that we get a t table of = 1,977. From the results of the partial linear regression test, it was obtained t count of $13.391 > t_{table} 1.977$ meaning the dominance of self-efficacy on academic procrastination of students of the Economics Education Study Program FKIP ULM. The significance of self-efficacy on academic procrastination is 0.00 with $\text{sig} < 0.05$, which means there is a significant influence.

Results of self-regulated learning domination test on academic procrastination based on the table above, the calculated t value for the self-regular learning variable is 1.606. While

t table = t ($\alpha/2$; n-k-1), it is known that t = (0.025; 137). So that we get a t table of = 1.977. From the results of the partial linear regression test, we get a t count of $1.606 < t$ table of 1.977, meaning that there is no dominance of self-regular learning on academic procrastination of students of the Economics Education Study Program, FKIP ULM. The significance of self-efficacy on academic procrastination is 1.11 with $\text{sig} > 0.05$.

Multiple Regression Test Results

Table 1. Simultaneous Linear Regression Results

<i>ANOVA^b</i>					
	<i>Sum of</i>		<i>Mean</i>		
<i>Model</i>	<i>Squares</i>	<i>df</i>	<i>Square</i>	<i>F</i>	<i>Sig.</i>
1 <i>Regression</i>	3209,657	2	1604,828	239,889	,000 ^a
<i>Residual</i>	916,515	137	6,690		
<i>Total</i>	4126,171	139			

a. *Predictors: (Constant), Self-regulated learning, Self-efficacy*

b. *Dependent Variable: Prokrastinasi Akademik*

From the ANOVA test, it was found that F count was $239.889 > F$ table was 3.08, or a significance value of $0.00 < 0.05$, so the regression model for the two independent variables, namely self-efficacy and self-regulated learning, can be used to predict the dependent variable, namely academic procrastination students, or it can also be said that the variables of self-efficacy and self-regulated learning together have an influence on the variable of student academic procrastination.

Table 2. R Square Test Results

<i>Model Summary</i>				
	<i>R</i>	<i>Adjusted</i>		
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Std. Error of</i>	
			<i>the Estimate</i>	
1	,882	,778	,775	2,586

a. *Predictors: (Constant), Self-regulated Learning, Self-efficacy*

The multiple regression value between self-efficacy and self-regulated learning on student academic procrastination obtained a R value of 0.882, as can be seen from the table

above. Additionally, the correlation coefficient calculation results are reviewed using the r table with a significant level of 5% for $N = 140$, which is equivalent to 0.139.

Discussion

Self-efficacy

The study's findings indicate that students in the Economics Education Study Program FKIP ULM have much worse self-efficacy when it comes to academic procrastination, as indicated by the statistic $t_{count} > t_{table}$ ($13.391 > 1.977$). A student will be less likely to put off doing his homework if he has a high sense of self-efficacy. On the other hand, if a kid lacks self-efficacy, his procrastination in academics will be considerable.

Self-regulated Learning

According to the study's findings, self-regular learning does not significantly outweigh academic procrastination among students in the Economics Education Study Program FKIP ULM ($t_{count} < t_{table}$, $1.606 < 2.977$). The findings of this study differ from those of earlier investigations..

Self-efficacy & Self-regulated Learning

Based on the results of a survey given to 140 students in the economics education study program FKIP ULM, it is known that self-efficacy and self-regulated learning work well together to reduce academic procrastination among this group of students. $F_{count} > F_{table}$ ($239.889 > 3.08$) demonstrates this, hence it is inferred that self-efficacy (X_1) and self-regulated learning (X_2) have a concomitant impact on students' academic procrastination in the Economics Education Study Program FKIP ULM.

Conclusions

The following conclusions can be taken from study done to ascertain the impact of effective self-efficacy and self-regulaed learning on academic procrastination of FKIP ULM Economics Education Research Program students. (1) Academic procrastination among students is significantly associated with low self-efficacy. Economic Studies Program at FKIP ULM, (2) Academic procrastination and self-regulated learning are equally prevalent. Students in the FKIP ULM Economic Education Studies Program, (3) For FKIP ULM Economics Education Studies students, there is a substantial relationship between self-efficacy and self-regulated learning, with an R^2 (R squared) of 0.778 or 77.8%. This shows that the contribution rate of the concurrent dominance of self-efficacy and self-adjusted learning variables to learning delay is 77.8%, While other factors that were not looked at in this study have an impact on the remaining 22.2%.

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