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The Relationship between Self-Regulated Learning and Self-Efficacy Academic on Academic

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ABSTRACT

This research aims to determine: 1) the relationship between self-regulated learning and academic procrastination in students; 2) the relationship between academic self-efficacy and academic procrastination among students; 3) the relationship between self-regulated learning and academic self-efficacy on academic procrastination in students. The subjects in this research were 93 students at Mercu Buana University, Yogyakarta. Data collection used the Academic Procrastination Scale-Short Form (APS-S), Self Regulated Learning Scale (SRLS), The Academic Self-Efficacy Scale (TASES). The data analysis method uses simple linear regression analysis and multiple linear regression. The research results show that: 1) there is a negative relationship between self-regulated learning and academic procrastination in students, with a correlation value of -0.258 and a p value of 0.012 ($p < 0.05$); 2) there is a negative relationship between academic self-efficacy and academic procrastination in students, with a correlation value of -0.302, F of 9.123 with a p value of 0.003 ($p < 0.05$); 3) there is a relationship between self-regulated learning and academic self-efficacy with academic procrastination in students, with a correlation value of 0.336 and a p value of 0.005 ($p < 0.01$)

INTRODUCTION

Higher education is the pinnacle of formal education where students develop the skills and knowledge necessary to face real life. In Indonesia, universities play an important role in equipping individuals with mastery of science and technology, so that they are ready to compete in the modern era. The university not only provides academic education, but also prepares students to become competent and innovative professionals in various fields (Wakhyudin & Putri, 2020) Mercu Buana University Yogyakarta is one of the leading private universities on Jalan Raya Wates, Bantul, Yogyakarta. This university continues to strive to improve its performance and anticipate the development of science and technology by opening new study programs. Mercu Buana University Yogyakarta also seeks to identify strategies or interventions that can improve student academic performance.

Higher education plays the role of an educational institution that aims to produce students with the ability to develop knowledge and professionalism according to their scientific fields. Students, as students in higher education, cannot be separated from learning activities and lecture assignments. Their activities include learning science, involvement in organizations, participation in society, and developing leadership skills. In addition, some students also undergo dual roles by working while studying, showing their commitment and ability to manage time and responsibility (Adriana S. Lahus et al., 2023).

The college period offers more freedom than the school period, eliminating the strict time limit experienced at the high school level.

However, this freedom is often accompanied by challenges in managing time, which can lead to delays in completing academic tasks (Basri, 1995). In line with that, (Ziegler & Opdenakker, 2018) stated that in this era of fast-paced life, human habits are often contrary to the pace of change, so that procrastination or procrastination occurs in various aspects of society, including in the field of education, and academic procrastination is often seen among students.

Academic procrastination, as expressed by Stussi, Ferrero, Pourtois, and (Sandya & Ramadhani, 2021), is the postponement of starting or completing academic tasks within a certain period of time or until the last deadline. This phenomenon often results in high stress and anxiety in students, hinders academic achievement, and affects the overall quality of learning. Individuals who experience academic procrastination usually have problems in time management and weak study strategies (Steel & Klingsieck, 2016) . (Enfoque et al., 2010). (McCloskey et al., n.d.) identified five key aspects of academic procrastination, including psychological beliefs about ability, attention disorders, social factors that influence procrastination, time management skills, and personal initiative.

Data on academic procrastination problems are also supported by the results of interviews conducted by researchers on Sunday, September 24, 2023 for 10 students of Mercu Buana University Yogyakarta, the results of interviews obtained data that as many as 8 out of 10 respondents admitted to having experienced academic procrastination. Academic procrastination is a complex problem involving various factors such as

self-confidence, attention disorders, social factors, time management skills, and personal initiative. Based on the results of research by (Sandya & Ramadhani, 2021). academic procrastination can be caused by various factors, including low intrinsic motivation, lack of enthusiasm for learning, less strict parenting patterns from parents, influence from the peer environment, and lack of *self-regulated learning* ability in managing time for study tasks and other activities.

Individuals with good *self-regulated learning* abilities tend to be able to mobilize their intrinsic motivation to achieve learning goals. They also realize that the environment plays an important role in influencing their learning process, so they expect support from the surrounding environment (Usop & Astuti, 2022). In the face of various academic demands, students need to have the skills and abilities to organize learning activities, control their behavior, and understand the direction and goals of learning.

Self-regulated learning is defined as the ability to regulate oneself in learning or learning by regulating and directing oneself (Fathoni et al., 2021) *Self-regulated learning* encompasses three main aspects: cognition, motivation, and behavior. The cognition aspect includes the ability of individuals to plan, organize, instruct themselves, monitor, and evaluate their learning activities (Nurhayati, 2023). Motivation refers to an individual's internal drive, including perception of success, competence, autonomy, and learning activities. Meanwhile, behavior includes individual efforts to self-organize, choose and utilize the learning environment, and create an environment that supports learning activities. Research conducted by

(Ehrenberg et al., 2008) shows that there is a negative and significant relationship between *self-regulated learning* and academic procrastination in BEM members of University X. These results show that the higher *the self-regulated learning*, the lower the level of academic procrastination.

(Steel & Klingsieck, 2016) also examined academic procrastination and found that self-confidence or self-efficacy plays an important role in the emergence of procrastination. (Bandura, 2006) explained that *self-efficacy* is self-confidence that plays an important role in determining how much effort a person will put in and how long it will last when facing obstacles and difficult experiences. When a person has high confidence in their abilities and expectations of success, they tend to have a strong motivation to achieve their goals, which means their procrastination rate becomes low. The findings of (Bethari Noor Julianda, 2012) are in line with this, showing that academic procrastination is often caused by thinking that doubts one's ability.

Aspects of academic self-efficacy according to (Darmayanti et al., 2021) are personal engagement, the ability to find solutions using oneself, other-oriented problem-solving skills, and the ability to create a prosocial and collaborative climate in interpersonal relationships. *Academic self-efficacy* is an assessment of an individual's ability to complete academic tasks, achieve academic goals, and overcome obstacles faced. This academic self-confidence affects the choice of activities, goals, efforts, and perseverance of individuals in facing challenges (Bandura, 2006) According to Bandura's social cognitive theory (Agbornu & Kwame Edekor, 2020) *academic self-efficacy* influences people's choices in making and executing the

actions they pursue in an academic context. Since Bandura's important research on strong self-confidence there have been many studies that show that the more confident students are in their academic abilities, the more encouraging they are to do the assigned tasks and not to do academic procrastination. Research conducted by (Damri et al., 2017) showed that high *self-efficacy* in students correlated with low levels of academic procrastination. In contrast, low *self-efficacy* is associated with increased academic procrastination.

Based on the explanation above, it can be concluded that *self-regulated learning* and *self-efficacy academic* have a relationship with academic procrastination in students. Based on the above background, the objectives of this study are as follows: 1) to find out the relationship between *self-regulated learning* and academic procrastination in students; 2) to find out the relationship between *self-regulatory learning* and academic procrastination in students; 3) to find out the relationship between *self-regulated learning* and *self-efficacy academics* on academic procrastination in students.

METHODS

This type of research is a correlational quantitative research. This study consists of two predictor variables, namely: *self-regulated learning* and *self-efficacy academic*, and one criterion variable, namely academic procrastination. The sampling method in this study uses *purposive sampling*. The subjects in this study are students of Mercu Buana University Yogyakarta, totaling 93 students. The research was carried out from April 20 to April 30, 2024, at Mercu Buana University, Yogyakarta.

This study uses the *Likert* scale model, which is a scale that contains attitude *statements*, a statement about the object of attitude. Attitude statements consist of two types, namely favourable statements and *unfavourable* statements (Azwar, 2016) The psychological scales used are *the Academic Procrastination Scale-Short Form (APS-S)*, *Self regulated learning Scale (SRLS)*, *The Academic Self-Efficacy Scale (TASES)*.

The measurement scale began by using a score range of 1 to 5 with the choice of answers (STS) = strongly disagree, (TS) = disagree, (R) = doubtful, (S) = agree, (SS) = strongly agree. Favourable statements have a score of 1 for Strongly Disagree (STS) statements, score 2 for Disagree (TS) statements, score 3 for Doubt statements (R), score 4 for Agree (S) statements, and score 5 for Strongly Agree (SS) statements. An unfavourable statement has a score of 1 for a Strongly Agree (SS) statement, a score of 2 for an Agree (S) statement, a score of 3 for a Doubt statement (R), a score of 4 for a Disagree (TS) statement, a score of 5 for a Strongly Disagree (STS) statement.

The Academic Procrastination Scale (APS) was developed by (McCloskey et al., n.d.) consisting of five items known as *the Academic Procrastination Scale-Short Form (APS-S)* and then adapted by (Rasyid, 2022) (2023) with an article entitled "*Indonesian Adaptation of Academic Procrastination-Short Form (APS-S): Validity and Reliability*". *The Self Regulated Learning Scale* was developed by Faruq et al. based on the *Self Regulated Learning Scale (SRLS)* based on Zimmerman's theory. *The Academic Self-Efficacy Scale (TASES)* was developed by Sagone and Caroli (2014), then adapted by Darmayanti et al. (2021) in an article entitled

"Confirmatory Factor Analysis of the Academic Self-Efficacy Scale: An Indonesian Version".

The data analysis method in this study uses two tests, namely assumption and hypothesis tests. Assumption tests are carried out before hypothesis tests. The assumption test was carried out by normality test, linearity test, multicollinearity test and heteroscedasticity test. The normality test uses *the kolmogorov smirnov* test. The linearity test uses *the compare means test* by looking at the linearity value. The multicoloniality test is seen from the value of VIF (*inflation factor variant*).

Heteroscenty test with *the Glacier* test. Hypothesis testing was carried out using simple linear regression analysis and multiple linear regression.

RESULTS AND DISCUSSION

The data of this study includes two predictor variables, namely: *self-regulated learning* and *self-efficacy academic*, and one criterion variable, namely academic procrastination.

The results of the categorization for the academic procrastination scale are presented in the following table:

Table 1. Categorization of Academic Procrastination Scale Score

Variable	Category	Score Interval	Sum	Percentage
Academic Procrastination	Low	$< x$ 11.67 (11)	33	35,5%
	Keep	$\leq x <$ 18.33 (18)	40	43%
	Tall	$>$ 18.33 x	20	21,5%
Total			93	100%

Based on Table 1, it is known that students who have academic procrastination in the low category are 33 students (35.5%), in the medium category as many as 40 students (43%) and in the high category as many as 20 students (21.5%). It can be

concluded that the academic procrastination variable in most students is in the medium category.

The results of the categorization for *the self-regulated learning scale* are presented in the following table:

Table 2. Categorization of Self *Regulated Learning Scale Score*

Variable	Category	Score Interval	SumPercentage	
<i>Self regulated learning</i>	Low	$X < 23,33$ (23)	0	0%
	Keep	$23.33 \leq x < 36.67$ (36)	20	21,5%
	Tall	$X \geq 36.67$	73	78,5%
Total			93	100%

Based on Table 2, it can be seen that there are no students (0%) who are in the low category of *self-regulated learning*. On the other hand, the majority of students(78.5%) were in the high

category, with 20 students (21.5%) in the medium category.

The results of the categorization for *the self-regulated learning scale* are presented in the following table:

Table 3. Categorization of Self *Regulated Learning Scale Score*

Variable	Category	Score Interval	SumPercentage	
<i>Self regulated learning</i>	Low	$X < 23,33$ (23)	0	0%
	Keep	$23.33 \leq x < 36.67$ (36)	20	21,5%
	Tall	$X \geq 36.67$	73	78,5%
Total			93	100%

Based on Table 3, it can be seen that no students (0%) are in the low category of *self-regulated learning*. On the other hand, the majority of students (78.5%) were in the high category, with 20 students (21.5%) in the medium category.

The normality test was carried out using *the Kolmogorov Smirnov method* with the rule that if $p > 0.05$, the data distribution is normal and if $p < 0.05$,

then the data distribution is abnormal. Based on the results of *the Kolmogorov-Smirnov* test for the academic procrastination variable, $K-S Z = 0.086$ and $p = 0.085$ ($p > 0.05$) means that the data distribution of the academic procrastination variable follows the normal data distribution. For *the self-regulated learning* variables, $KS Z = 0.086$ and $p = 0.086$ ($p > 0.05$) means that the data distribution of *self-regulated*

learning variables follows the normal data distribution. For *the self efficacy academic* variable, K-S $Z = 0.088$ and $p = 0.071$ ($p > 0.05$) means that the distribution of *the data of the self efficacy academic variable* follows the normal data distribution.

The linearity test was performed by looking at the *linearity* value at a significance level of 0.05. Based on the linearity test between *the self-regulated learning* variable and academic procrastination obtained an F value of 7.042 with a significance in *linearity* (p) of 0.010 ($p < 0.05$), it can be concluded that there is a linear relationship between *the self-regulated learning* variable and academic procrastination. The linearity test between the variables of *academic self-efficacy* and academic procrastination obtained an F value of 9.719 with a significance in *linearity* (p) of 0.003 ($p < 0.05$), so it can be concluded that there is a linear relationship between the variables of *academic self-efficacy* and academic procrastination.

Test multicollinearity by looking at VIF (*inflation factor variant*) values. If the VIF produced is between 1-10 or the *tolerance* number is greater than 0.10, then there is no multicollinearity. The results of the multicollinearity test that has been carried out on *the self-regulated learning* and *self-efficacy academic* variables obtained a VIF value of 1.200 and a *tolerance* value of 0.834 indicating that there is no multicollinearity, where the VIF value is less than 10 and *the tolerance* value is greater than 0.10.

The heteroscedasticity test is that if the probability > 0.05 means that heteroscedasticity does not occur, on the other hand, if the probability < 0.05 means heteroscedasticity occurs. Based

on the heteroscedasticity test, the significance of the *self-regulated learning variable* of 0.622 and the *self-efficacy academic variable* of 0.211 were obtained, so it can be concluded that the data did not occur heteroscedasticity because *the* $p > 0.05$.

After the assumption test is met, a hypothesis test is carried out using simple linear regression analysis and multiple linear regression. The results of the first hypothesis test, the relationship of *self-regulated learning* to academic procrastination in students was obtained with an F value of 6,500 with a p value of 0.012 ($p < 0.05$), then the first hypothesis was accepted, namely that there is a correlation or relationship of *self-regulated learning* to academic procrastination to students. The results of the second hypothesis test, the relationship between *academic self efficacy* and academic procrastination in students was obtained with an F value of 9.123 with a p value of 0.003 ($p < 0.01$), then the second hypothesis was accepted, namely there is a correlation or relationship between *academic self efficacy* and academic procrastination in students.

After a simple linear regression analysis was performed to prove the first and second hypotheses, the next step was to test the third hypothesis using multiple linear regression analysis. Based on the results of multiple linear regression analysis to test the third hypothesis, the relationship between *self-regulated learning* and *self efficacy academic* on academic procrastination in students, simultaneously obtained an F of 5.733 and a p value of 0.005 ($p < 0.01$), then the third hypothesis was accepted, namely there is a correlation or relationship between *self-regulated learning* and *Self*

Efficacy Academic on Academic Procrastination in Students.

Based on the results of hypothesis testing in this study, it is known that the three hypotheses are accepted. The first hypothesis is that there is a negative relationship *between self-regulated learning* and academic procrastination in students. The second hypothesis is that there is a negative relationship between *academic self-efficacy* and academic procrastination in students. The third hypothesis is that there is a relationship between *self-regulated learning* and *academic self-efficacy* on academic procrastination in students. The three proven hypotheses will be described as follows.

The first hypothesis is that there is a negative relationship *between self-regulated learning* and academic procrastination in students. The results of the hypothesis test showed a correlation value of -0.258, with an F value of 6,500 and a p value of 0.012 ($p < 0.05$). These findings indicate that the hypothesis is acceptable. Statistically, this significant negative association suggests that the higher *the self-regulated learning*, the lower the student's academic procrastination. Conversely, the lower *self-regulated learning*, the higher the student's academic procrastination.

This finding reinforces the results of previous research by Rohmaniyah (2018) which showed a negative and significant relationship between *self-regulated learning* and academic procrastination in BEM members of Faculty X. Academic procrastination itself is defined as the tendency to procrastinate activities and behaviors related to learning in an academic environment (McCloskey & Scielzo, 2015). One of the factors that contributes to academic procrastination is the lack of *self-regulated learning ability*

in managing the time to do assignments appropriately. *Self-regulated learning* is the ability to learn to actively participate in the learning process, both metacognitively, motivationally, and behaviorally (Zimmerman in Ghufroon & Suminta, 2017).

Self-regulated learning (SRL) is a process of self-regulation of individuals in learning that involves various aspects, one of which is the cognition aspect. The cognition aspect in SRL, as explained by Zimmerman (in Ghufroon & Suminta, 2017), includes the process of understanding awareness and self-awareness as well as knowledge in determining the right learning approach. Najah (2012) further explained that the cognition aspect in SRL includes the ability of individuals to plan, organize, organize, instruct, monitor, and evaluate learning activities. These abilities play an important role in helping individuals avoid academic procrastination. Cognitive information processing, such as comprehension, memory, and decision-making, also plays a role in this dynamic. Putri (2013) argues that individuals with good cognitive abilities may be more efficient in completing academic tasks so that they can reduce the risk of procrastination. This is supported by the results of the study where the subjects are aware of their own strengths and weaknesses in the context of learning, so as to reduce the risk of academic procrastination.

Motivation in *self-regulated learning* (SRL) is an internal drive that encourages individuals to be actively involved in the learning process. This driver comes from the individual's perception of self-efficacy and autonomy in controlling his learning activities. Zimmerman (in Ghufroon & Suminta, 2017) explains that motivation in SRL is closely related to the basic

human need to control and feel competence. Individuals who are motivated in learning are driven by the desire to achieve their learning goals and feel capable of mastering the material being studied. High motivation can be a key driver to engage in learning and complete academic tasks efficiently (Metriana & Lataruva, 2014). Conversely, low or less obvious motivation can contribute to procrastination, where individuals procrastinate on tasks that are considered less motivated or difficult (Ginting, 2014). This is supported by the results of the study where the subject feels confident in his or her ability to complete the task, so that it can reduce academic procrastination.

Self-regulated learning, or self-directed learning, is not only about cognitive knowledge and strategies, but also about behavior. In the behavioral aspect, individuals who apply *self-regulated learning* show active efforts to regulate themselves in the learning process (Zimmerman in Ghufon & Suminta, 2017). Ursia, Siaputra and Sutanto (2013) mentioned that behavioral factors such as lack of self-discipline, difficulty in starting tasks, or even a tendency to seek diversion can be the main contributors to academic procrastination.

For example, procrastination behavior can arise when a person feels *overwhelmed* by a task or a lack of interest in a particular subject. Meanwhile, behavior changes such as developing regular work habits, breaking down tasks into smaller steps, or creating a supportive work environment can help overcome procrastination (Kharunia, 2023). This is supported by the results of research where the subject uses available resources (e.g., books, internet, help from

lecturers or friends) to help in his or her learning process, which can help overcome his or her academic procrastination.

The second hypothesis states that there is a negative relationship between *academic self-efficacy* and academic procrastination in students. The results of the analysis showed a correlation value of -0.302, an F value of 9.123, and a p value of 0.003 ($p < 0.05$). These findings confirm the second hypothesis, suggesting that there is a significant negative relationship between *academic self-efficacy* and academic procrastination in students. The negative correlation value indicates that the higher the student's *academic self-efficacy*, the lower the level of academic procrastination.

Students with high *academic self-efficacy* are more confident in completing academic tasks, so they tend to be more motivated and organized in doing them. The results of this study are in line with previous research by Damri, Engkizar & Anwar (2017) which examined the relationship between *self-efficacy* and academic procrastination in students majoring in Counseling Guidance, State University of Padang. They found similar results, namely there was a significant negative relationship between *self-efficacy* and academic procrastination.

Academic procrastination, procrastination of study assignments or obligations, is a common phenomenon among students. One of the internal factors that contribute to this behavior is *Academic Self-Efficacy*, as stated by Zusya & Akmal (2016). *Self-Efficacy* Academic, defined by Bandura (2013) as a person's belief in their ability to organize, control, and carry out a series of behaviors to achieve a desired result. In other words, *academic self-efficacy*

reflects an individual's belief in his or her ability to complete academic tasks effectively.

Academic *aspects of self-efficacy* have an influence on aspects of academic procrastination. In the aspect of self-involvement, according to Herawati (2019) *Academic self-efficacy* causes self-involvement to be active in activities, encouraging the development of competencies. Herawai & Suyahya (2019) said that self-efficacy leads to active involvement in activities, encouraging the development of competencies because it involves activities that allow individuals to experience success and build confidence in their abilities. Lidia Susanti (2020) argues that when a person is actively involved in activities, they have the opportunity to face challenges, complete tasks, and achieve achievements. When a person sees a challenge as an opportunity to achieve success, they feel able to overcome obstacles, feel confident in their abilities, then the individual will be more motivated to start tasks early, avoid procrastination, and give maximum effort (Saras, 2023). This is supported by the results of the research where the subject has the confidence to be able to complete the academic tasks given, so as to avoid procrastination, and give the maximum effort.

In the aspect of self-oriented decision-making, Widiyanto (2018) said that self-oriented decision-making reflects the individual's ability to manage his or her life, showing confidence, autonomy, and independence. Successful decisions can reinforce the belief that individuals have the capacity to overcome challenges and achieve goals. Herawati & Suyahya (2019) said that individuals who feel capable of making decisions and managing themselves are more likely to

overcome academic tasks without procrastination. This is supported by the results of the study where the subjects feel that they contribute to creating a positive climate either on campus or in the study group, so that they tend to overcome academic tasks without procrastinating the assigned tasks.

In the aspect of problem-solving that is oriented towards others, according to Mayasari (2014) problem-solving that involves cooperation with others is part of the dimension of self-efficacy because it builds social engagement, provides positive experiences in cooperation, and improves social skills. Mahmudi & Suroso (2014) said that social support and positive contribution in social situations can strengthen an individual's sense of self and self-confidence. Setyaputri (2021) stated that when individuals feel effective in interacting and cooperating with others, this can reduce fear of academic tasks that are considered difficult or challenging. Collaboration and social support can create an environment that stimulates motivation and lowers the likelihood of procrastination. This is supported by the results of the study where the subjects felt confident that they could use their social networks to get information related to learning, so that it reduced the possibility of academic procrastination.

In the aspect of interpersonal climate or self-understanding, according to Fadillah (2013) it means the internal condition or atmosphere that is felt by a person within himself. Oktariani (2018) said that if a person has a positive perception of themselves, it can increase self-confidence and the ability to overcome obstacles. Putra (2017) said that a person with a negative intrapersonal climate may feel less confident in his abilities, which can lead

to procrastination, namely procrastination on work or academic tasks due to lack of self-confidence. This is supported by the results of the research where the subject feels that he can take advantage of campus facilities and infrastructure to support his academic activities, so that it can reduce academic procrastination.

Based on the explanation above, it can be concluded that *self-regulated learning* and *self-efficacy academic* have a significant impact on the level of academic procrastination in students. The higher the level of *self-regulated learning* and *self-efficacy academic*, the lower the tendency of students to academic procrastination, and vice versa. This study found that the value of the determination coefficient (R^2) of the variables *self-regulated learning* and *self-efficacy academic* on students' academic procrastination was 0.113. This means that the effective contribution of *self-regulated learning* and *academic self-efficacy* to academic procrastination reached 11.3%. The rest, 88.7%, was influenced by other factors that were not studied in this study, such as low intrinsic motivation, poor study habits, parenting style, peer influence, as well as external factors such as the difficulty of the task, the availability of facilities, and time constraints that affect students in completing the task (Sandya & Ramadhani, 2021; Fauziah, 2015).

CONCLUSION

Based on data analysis and in-depth discussion, this study produced significant main findings: 1) there is a negative relationship between *self-regulated learning* (SRL) with academic procrastination in students. The findings show that students with a level of *self-regulated learning* Higher ones have lower levels of academic procrastination,

and vice versa. This study found that *self-regulated learning* contribute 6.7% in reducing student academic procrastination, 2) there is a negative relationship between *self-efficacy academic* (SEA) with academic procrastination in students. Students with a level of *self-efficacy academic* high ones have lower levels of academic procrastination, and vice versa. It was found that *self-efficacy academic* contribute 9.1% in reducing student academic procrastination, 3) there is a relationship between *self-regulated learning* and *self-efficacy academic* with academic procrastination in students. The study found that a combination of levels *self-regulated learning* and *self-efficacy academic* that are high can significantly help reduce academic procrastination. The effective contribution of both to academic procrastination reached 11.3%. It is important to note that 88.7% of students' academic procrastination was influenced by other factors not examined in this study. These factors, such as low intrinsic motivation, the influence of the social environment, the difficulty level of the task, and other factors beyond the scope of this study, need to be considered for a more comprehensive understanding of academic procrastination in students.

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