SELF-REGULATED LEARNING (SRL) AND ACADEMIC PROCRASTINATION AMONG COLLEGE STUDENT

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Abstract: Students often have difficulties in doing their assignments on time. The number of assignments and activities outside the lecture make students have to manage their time well. However, many students also chose to postpone their duties until right before the deadline or even exceed it, or known as procrastination. On the other hand, students who have good self-regulation can manage their tasks optimally and accomplish them on time. On this basis, this study was aimed to examine the relationship between self-regulated learning and academic procrastination. Respondents in this study were 64 college students of Department of Psychology of Universitas Islam Indonesia class of 2015, 2016 and 2017, consisting of 32 women and 32 men. Data were collected using a *Self-Regulation of Learning Self Report Scale (SRL-SRS)* and *Shortened Version of The Procrastination Scale.* The analysis shows the correlation coefficient of t = -.276. This indicates that there is a significant negative relationship between self-regulated learning and academic procrastination in college students of Department of Psychology of Universitas Islam Indonesia. This means that the higher is the students' self-regulated learning, the lower is the academic procrastination.

Keywords: Academic procrastination, psychology student, self-regulated learning (SRL).

Introduction:

Background of Study: Procrastination has been increasingly studied because procrastination often leads to bad performance. Procrastination is ubiquitous since it can be found at work, at school, and in everyday life (Ng, 2018). In other words, procrastination can be related to organization, education, and clinical. In the field of education, procrastination often occurs at various levels of education, one of which is at the higher education level at the university lecture. Rosario, Costa, Nunez, Gonzalez-Pienda, Solano, and Valle (2009) state that although procrastination occurs in all daily activities, procrastination in doing schoolwork is more common. The problem is caused by the fact that there are many students who engage in or are accustomed to academic procrastination, which postpone them from collecting academic assignments on time. Academic procrastination also makes them less capable of organizing their time for studying because they have too many activities outside of academic works and low motivation to learn. This makes students often find it difficult to complete their academic assignments on time (Steel, 2001). This is in accordance with Schouwenburg (1995) who states that procrastination is more common among more than 70% of college students. Although procrastination impedes quality in learning and academic success because it increases anxiety and stress, procrastination remains a common thing among students (Ng, 2018).

Oxford Dictionary (2019) defines student as a person who is studying at a university or college. Generally, college students are in late adolescence, with an age range of 18-21 years. Students are

considered to have a high level of intelligence, both in thinking and in action planning. Critical thinking and acting quickly and precisely is a trait that tends to be inherent in every student, which is a complementary principle (Stelnicki, 2015). As a student, they should have good self-control and management, so they should be able to minimize procrastination, especially those related to academics. However, there are many students who engage in procrastination by postponing the completion of their work until right before the deadline or even exceed it, which is known as academic procrastination. This study aims to explore the relationship between academic procrastination and self-regulated learning for college students. This is important to study because according to Cao (2012) procrastination is defined as the lack of self-regulation or postponement of a task. According to Steel (2007) procrastination is also defined as "quintessential self-regulatory failure". In other words, the level of self-regulated learning for students will affect the level of academic procrastination. It indicates that self-regulated learning is correlated to students' academic procrastination. Students who have good self-regulated learning will avoid doing academic procrastination.

Academic Procrastination: Academic procrastination is defined as the lack or absence of self-regulated performance as known as procrastination, or the tendency to put off or completely avoid an activity under one's control (Tuckman, 1991). There are three aspects of procrastination, including a) a general self-description of the tendency to delay or put off doing things, b) a tendency to experience difficulty doing unpleasant things and, when possible, to work to avoid or circumvent the unpleasantness, c) a tendency to blame others for one's own plight. (Tuckman, 1991). According to the study by Solomon and Rothblum (1984), 50% of 342 college students reported moderate or severe procrastination. Similarly, Ng (2018) revealed that about 25% of students believed that their tendency to procrastinate had significant effects on their grade point averages (GPAs) and quality of their lives, such as increased stress due to their continued inability to meet deadlines in college.

Self-Regulated Learning: The self-regulated learning (SRL) concept arose in the 1980's as a research problem and, for decades, it has continued to be an important concept for researchers and teachers (Zimmerman & Schunk, 2011). Self-regulation in the context of learning has been suggested to refer to self-directed processes that give learners the opportunity to transform their mental abilities into performance skills (Zimmerman, 2008). An instrument measuring self-regulation of learning may identify individuals' strengths and weaknesses with respect to learning (Toering et al, 2012). Social cognitive theory (Bandura, 1986) has provided a theoretical basis for the development of a model of self-regulated learning in which personal, contextual, and behavioral factors interact in such a way as to give learners an opportunity to control their learning. Pintrich (2000) defined self-regulated learning as an "active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features of the environment. According to Ozan, Gundogdu, Bay, & Celkan (2012), students who are self-regulated learners will likely use strategies to help them think about and solve new problems. Zimmerman (1989) stated that self-regulated learning consists of three aspects of self-regulation in academic activities, namely metacognition, motivation, and behavior. Meanwhile, Stone, Schunk & Swartz (Cobb, 2003) articulated that self-regulated learning is influenced by three main factors, namely self-efficacy, motivation and goals. Self-efficacy refers to one's beliefs about one's ability to learn or perform skills at a certain level (Wang, 2004). While motivation according to Bandura (Cobb, 2003) is something that moves the individual to the goal, hoping to get the results of his actions and the confidence to do so. And goals are criteria used by individuals to monitor the progress of their learning.

Self-Regulated Learning and Academic Procrastination: In line with the previous research, there is a strong evidence to show that lower levels of self-regulation relate to higher levels of procrastination (Ng, 2018). Procrastination is viewed as a function of low levels of self-regulation (Klassen et al., 2008; Steel, 2007). Other researches show that those learners who make use of self-regulation strategies rarely commit procrastination (Milgram, Srolof, Rosenbawm, 2003). Van Eerde (2000) proved that the factor which relates self-regulation to procrastination is time management. In other words, procrastinators might fail to self-regulate their academic behaviors in situations of stress or high cognitive load (Ferrari, 2001). Steel (2007) asserted that procrastination research is important because it can offer some insights

into the relationships between motivation and self-regulated learning. In relation to self-regulated learning, metacognitive strategy plays a key role in self-regulation as it was found to be a significant predictor of procrastination (Wolters, 2003). This shows that self-regulated learning is related to academic procrastination from the students themselves. Students with high self-regulated learning will avoid procrastination behavior.

Method:

Participant: The subjects of this study were psychology students of Universitas Islam Indonesia who are in the first year, second year, and third year. The samples taken in this study were 64 students, with a total of 32 men and 32 women. The samples were selected by way of random sampling.

Instruments:

1. The Procrastination Scale measures 3 dimensions of procrastination that were adapted from The Procrastination Scale (Short Version) (Tuckman, 1991): a) a general self-description of the tendency to delay or put off doing things; b) a tendency to experience difficulty doing unpleasant things and when possible, to work to avoid or circumvent the unpleasantness; and c) a tendency to blame others for one's own plight. The number of items used is 16 items consisting of 11 favorable items and 5 unfavorable items. This scale has five answer choices namely Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1.
2. The Self-Regulation of Learning Self-Report Scale (SRL-SRS) comprises six subscales based on Zimmerman's self-regulated learning theory, namely planning, self-monitoring, evaluation, reflection, effort and self-efficacy (Toering et al, 2012). This scale consists of 50 favorable statements. This scale has five answer choices namely Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1.

Statistical Analysis: This study used a statistical correlation method. The data were analyzed using SPSS Program 22.00, which was done by analyzing the correlation between the variables of the study using Pearson Correlation.

Result: The result by Pearson Correlation analysis coefficient shows that t = -.276 with p = 0.027 ($p<0.05$). This shows that there is a negative relationship between self-regulated learning and academic procrastination of -.276. The higher the level of one's self-regulated learning, the lower the level of academic procrastination. In other words, the hypothesis of this study is accepted.

Table 1: The Results of Correlation between Self-Regulated Learning and Academic Procrastination (Pearson Correlation)

	N	**P**	**R**
Self-Regulated Learning* Academic Procrastination	64	.027	-.276*

Discussion: This research revealed that there is a negative relation between self-regulated learning and academic procrastination. It is in line with what Ng (2018) have done. Based on that research, there is a strong evidence to show that lower levels of self-regulation relate to higher levels of procrastination. To put it simply, a student with a high level of self-regulation has high self-control and low procrastination. Also in line with the research of Milgram, Srolof, and Rosenbawm (2003) that learners who use self-regulation strategies rarely commit procrastination. According to Pintrich (Wolters, et.al, 2003), self-regulation strategies in learning generally cover three types of strategies, namely cognitive regulation strategies, motivational regulation strategies, and academic behavioral regulation strategies. Cognitive regulation strategy is a strategy related to information processing related to various types of cognitive and metacognitive activities. Motivational regulation strategy is a strategy used by individuals to deal with stress and emotions, which can generate efforts to overcome failures and to achieve success in learning (Cobb, 2003). Behavioral regulation strategy is an aspect of self-regulation that involves individual efforts to control their own actions and behavior (Pintrich, 2004). Procrastination seems to be

closely related to self-efficacy for self-regulated learning (Batool, Khursheed, and Jahangir, 2017). Chu and Choi (2005) state that procrastination is a form of failure in one's self-efficacy for self-regulated learning in academics. In line with the study, Steel (2007) also conceptualized procrastination as a form of self-regulatory failure. According to Tan's research (2008), high self-efficacy for self-regulated learning can predict that students have low academic procrastination. Procrastinators might fail to self-regulate their academic behaviors in situations of stress or high cognitive load (Ferrari, 2001). When someone has low self-regulated learning, he tends to do a lot of procrastination. On the other hand, when someone is accustomed to being a procrastinator, he will fail to regulate himself especially for academic matters because of the stress that he felt. The limitation of this study lies in the less representative number of research participants of psychology students. The author hopes that the future researchers can increase the number of participants to better represent the population.

Conclusion: There is a negative link between self-regulated learning and academic procrastination among college student. This means that the higher is the student's self-regulated learning, the lower is the academic procrastination. And vice versa, the lower is the student's self-regulated learning, the higher is the academic procrastination.

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