



The Contribution of Self-Regulated Learning to the Academic Procrastination Behavior of Fast Track Students of the Master of Sports Education FIK UNNES

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Abstract

This research aims to determine the contribution of self-regulated learning to the academic procrastination of fast track students at the Master of Sports Education, Faculty of Sports Science, UNNES. There is an influence of self-regulated learning on the academic procrastination of fast track students who are working on theses and dissertations so that the proposed hypothesis can be accepted, students who have high levels of self-regulated learning will have a high level of academic procrastination. This research uses a mixed method type of research. Mixed methods research design (mixed methods research design) is a procedure for collecting, analyzing and "mixing" quantitative and qualitative methods in a study or series of studies to understand the problems in the research. This research uses a grounded theory method approach. This research is specifically for FIK UNNES sports education fast track students who are working on theses and dissertations. The variables in this research were measured using two measuring instruments, namely Self-regulated Learning and academic procrastination, which focused on a Likert scale model that had been modified using four alternative answer choices. The research results were then processed using the Pearson product moment correlation coefficient, so that validity was obtained. Based on the results of data analysis, it can be shown that there is a positive and significant correlation between the Self-regulated learning variables proposed in this research and it is accepted, there is an influence of Self-regulated learning on academic procrastination, namely (β / regression coefficient) = -0.816, which means that every additional 1% of the self-regulated learning value, then the participation value increases -0.816. The regression coefficient is negative, so it can be said that the direction of influence of variable X on Y is negative following the direction. Meanwhile, the value of the coefficient of determination or (R Square) is 43%, meaning that the influence of Self-regulated Learning on Academic Procrastination only contributes 43%, the remainder is influenced by other variables.

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INTRODUCTION

Referring to the Semarang State University Chancellor's regulation number 2 of 2021, that in realizing the vision and mission of Semarang State University to become a superior university, learning needs to be held that provides space for students with great potential to develop their academic capacity at a higher level. The objectives of the fasttrack program are; (1) facilitate undergraduate program students who excel in academics, English, and have high motivation to continue to master's level, (2) increase the number of excellent students in master's programs, (3) increase scientific publications, (4) produce master's graduates which excels in a faster time.

Semarang State University is one of the state universities that implements the Fast Track Program to improve the quality of its graduates. This program is one of the programs that facilitates students to accelerate postgraduate (S2) education which is intended for undergraduate (S1) program graduates who have higher academic potential and desire. This program was formed based on the study program's need for more competent student human resources in order to improve the quality of the Master's program. It is hoped that this program will be able to obtain better Master's human resource input, namely quality students who come from departments that are in the same line as the previous department, so that it can improve the quality of the Master's program output.

"Fast Track Program students have more academic demands than regular undergraduate or postgraduate students. "Fast Track students are required to complete their thesis and master's studies in a short time, namely a maximum of semester 8" (Koor POR, 2023). The demand to complete a thesis is the main stressor for most final year students (Gamayanti, Mahardianisa, and Syafei 2018). According to Bedewy and Gabriel 2015 "states that limited time to complete assignments and limited time to rest or relax can be factors that cause student academic stress. "The requirements of the Fast Track Program can be a stressor for Fast Track students because they have to complete their undergraduate and postgraduate studies in a shorter time limit."

According to developmental theory, students can be categorized as early adults.

According to Hurlock 1980 in (Parnawi 2021) "early adulthood starts from the age of 18 years to approximately the age of 40 years. Early adulthood has developmental tasks, including getting a job, choosing a life partner, learning to live together with a husband or wife, forming a family, raising children, accepting responsibility as a citizen, and joining a suitable social group. Based on the developmental tasks mentioned above, student independence and activeness are very necessary. Students must be able to learn more independently and not just depend on other people. Students must also be able to complete their academic assignments as well as possible. This is important because success in higher education is one factor in getting a good job. Quite tight competition in work life requires students to further improve their skills and quality so they can compete with their colleagues.

Malkoç and Mutlu 2018 stated that "A classic problem that still exists in the world of education, including in higher education, is that academic procrastination often occurs by students. This is in accordance with the statement of a number of experts that academic procrastination is a common phenomenon that has occurred among students in higher education for several decades." According to Ferrari in (Ghufron 2014) "academic procrastination is a type of procrastination carried out on types of formal tasks related to academic assignments, for example school assignments or course assignments". A nearly similar understanding of academic procrastination was put forward by Rothblum, Solomon, and Murakami 1986 "as a tendency to (a) always or almost always postpone academic tasks, and (b) always or almost always experience anxiety problems related to this procrastination".

According to Bernard in (Sutriyono, Riyani, and Prasetya 2012) "there are ten factors that cause someone to procrastinate. These factors include anxiety, self-depreciation, low discomfort tolerance, pleasure seeking, time disorganization, environmental disorganization, disorganization), a weak approach to tasks (poor task approach), lack of firm statements (lack of assertion), hostility with others (hostility with others), and stress and fatigue (stress and fatigue). "The results of personal communications conducted by researchers with PJKR Department students also found an example of a case of academic procrastination related to one of these factors."

An example of this case is academic procrastination caused by fatigue by a 2018 PJKR student with the initials "AN". The following is what the student said to the researcher: "From

semesters 1 to 4, I studied diligently. If there's a task, I'll do it. But starting in the 6th semester, I felt tired of my activities and especially with the large load of college assignments, I felt like I didn't want to go to campus yet. This continued until semester 8. Initially at that time I wanted to take leave but my parents couldn't because my reasons weren't that urgent. Yes, in the end I often didn't go to college. As a result, my grades and GPA were bad, so this semester and yesterday I did a lot of repetition. I should have started working on my thesis but because I had to repeat it, I was only halfway done." (Personal communication; Tuesday, December 20, 2022).

Academic procrastination is not a good thing. Procrastination means narrowing down the time for us to do tasks where we should have enough time. This also causes tasks to be unclear when they will be completed. Even if the task can be completed, because time is running out, the work is not optimal. According to Ferrari in (Saraswati 2017) "academic procrastination has many negative consequences, by delaying, a lot of time is wasted. Tasks become neglected, even if they are completed the results are not optimal". Procrastination can also cause feelings of anxiety both when completing assignments and before exams. Students become less careful in doing assignments and exams, allowing them to make big mistakes. If this continues, students' overall academic achievement will be disrupted or even hampered, causing a decline in students' competitiveness due to low motivation and self-confidence. As stated by Solomon and Rothblum in (Premadyasari 2012) "procrastination can cause feelings of anxiety that lead to depression, high error rates and a lot of wasted time. Procrastination can also damage academic activities and also cause low motivation and self-confidence.

The learning process in higher education requires students to be more independent and disciplined in managing their time and learning. Different from when they were still in high school and so on. Students are also required to demonstrate adaptability, organization and leadership skills even when faced with busy lectures and challenging coursework. Therefore, students need active and independent efforts to help them direct the learning process towards the learning goals they want to achieve, which is called self-regulated learning. B. J. Zimmerman 1990 "Self-regulated learning has three important aspects that will determine the level of self-regulated learning. The first is the cognitive aspect where the individual's efforts to plan, set goals, organize, self-monitor and self-evaluate. The

second is the motivational aspect where individuals feel high self-efficacy, self-attribution and are interested in intrinsic tasks. The third is the behavioral aspect, where individual efforts are made to select, structure and create an environment that optimizes learning." If a student can have the three aspects above, then the student will have high self-regulated learning, as a result he can avoid academic procrastination behavior and can maintain good learning achievements.

Based on the background of this problem, researchers are interested in finding out more about the contribution of self-regulated learning to the academic procrastination behavior of POR FIK UNNES fast track master students so that its contribution is clearly known. For the research location, the researcher took the location at the Semarang State University FIK Master of Sports Education, where the researcher also discovered this phenomenon and tried to deepen it. Therefore, this research is entitled "The Contribution of Self-Regulated Learning to the Academic Procrastination Behavior of Fast Track Students at the Master of Sports Education FIK UNNES".

METHODS

This research uses a mixed method type of research. Mixed methods research design (mixed methods research design) is a procedure for collecting, analyzing, and "mixing" quantitative and qualitative methods in a study or series of studies to understand the problems in the research, Creswell & Plano Clark 2015, This research uses a method approach grounded theory. Combining or combining quantitative methods with qualitative methods to be used together in research, so that the data obtained is more comprehensive, valid, reliable and objective. This research was carried out at FIK UNNES, Sports Education study program. The subjects of this research were fast track master students of the UNNES Postgraduate Sports Education study program. With a total of 21 students from the 2021 and 2022 classes, with a total of 8 male students and 13 female students.

In this research, the data collection technique was carried out in two stages, the initial stage was carried out to obtain information and examine the contribution of self-regulated learning to the academic procrastination behavior of FIK UNNES Sports Education master's fast track students. Data collection was carried out by distributing questionnaires in the form of a scale.

This research uses a sequential explanatory research design, namely collecting and analyzing

quantitative data and then analyzing it qualitatively. Miles & Huberman in (Gunawan 2013) "put forward three stages that must be carried out in analyzing qualitative research data, namely data reduction, data presentation, and drawing conclusions or data verification (conclusion drawing/verification)".

RESULTS AND DISCUSSION

The results of data analysis show that the level of self-regulated learning in working on theses and theses for fast track students Class of 2021 & 2022 is in the high category with 18 people, meaning they are able to organize and have a strategy in working on the final assignment so that the assignment can be completed on time, 3 people with The medium category still has strategies in learning even though they are not consistent, and the low category shows a score of 0, meaning that almost all fast track students are in the category of having strategies for managing time in completing final assignments and only consistency is the difference between individuals. The percentage results on the self-regulated learning scale for students who are working on theses and theses are three low categories with a percentage of 0%, then the medium category with a percentage of 14.3%, and included in the high category with a percentage of 85.7%.

Furthermore, the results of data analysis of fast track students who are working on theses and thesis at FIK UNNES in the high academic procrastination category are 10 people, which means they are easily influenced by other things so they experience delays in doing their final assignments, while as many as 9 people, they are The medium category can still control not to carry out activities that they think are less beneficial, while in the low category there are 2 people who are included in this category, meaning fast track students from the class of 2021 and 2022 who can stably control themselves or fight their desire to be consistent and focused in doing their assignments. end. So it can be concluded that fast track students who are completing final assignments, namely theses and theses, have a high level of academic procrastination. The percentage results of the academic procrastination scale for fast track students from the Class of 2021 and 2022 who are working on theses and dissertations, the percentage is 47.6%, including the high category, the medium category with a percentage of 42.9%, and the low category with a percentage of 9.5%.

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		21
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	12.17702373
	Most Extreme Differences	
	Absolute	.162
	Positive	.162
	Negative	-.097
Test Statistic		.162
Asymp. Sig. (2-tailed)		.153 ^c

a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.

The normality test results of the self-regulated learning and academic procrastination scales for 21 subjects met the criteria with a significance value of 0.153 because it was more than 0.05 so it could be said to be normal.

Table 2. Linearity Test Results

Variabel	F(Hitung)	F(table)	P(>0,005)	Keterangan
Self regulated learning	1,15	3,98	0,456	Linier
*Prokastinasi Akademik				

A review based on the table above shows that the significance value based on the linearity test of self-regulated learning and academic procrastination is 0.456 (p<0.05), because the significance value in this study is 0.456 and this number is <0.05, and the F(calculated) value is < F (table) from this statement shows that the variables self-regulated learning and academic procrastination in fast track students who are working on theses and theses are both significantly linear.

Table 3. Hypothesis Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.656 ^a	.430	.400	12.49336

a. Predictors: (Constant), SRL

Judging from the model summary table above, the simple regression test explains that the correlation value (R) is 0.656 and from the output the coefficient of determination or (R square) is 0.430, which can be interpreted that self-regulated

learning or what is called the independent variable has an influence on academic procrastination or the dependent variable is 43%.

Table 4. ANOVA ^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2235.640	1	2235.640	14.323	.001 ^b
	Residual	2965.598	18	156.084		
	Total	5201.238	19			

- a. Dependent Variable: PROK
- b. Predictors: (Constant), SRL

From the output results above, it is known that the calculated F value shows 14,323 with a significance level of 0.001b less than <0.05, so it can be concluded that the regression model can be used to predict self-regulated learning or that there is an influence of self-regulated learning (X) with academic procrastination (Y).

Table 5. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	139.409	18.940			7.361	.000
	SRL	-.816	.216	-.656		-3.785	.001

- a. Dependent Variable: PROK

Information :

Ho: There is no influence between the two variables

Ha: There is an influence between two variables

It can be seen from the table above that the constant value (a) is 139.409, which means the value of the participation variable, while the value for self-regulated learning (b / regression coefficient) is -0.816, indicating that for every 1% additional value of self-regulated learning, then The participation value increased by -0.816. The regression coefficient is negative, so it can be said that the direction of influence of variable X on Y is negative following the direction.

Looking further, based on the significance value from the coefficients table above, it can be obtained at $0.001 < 0.05$, so that it can be concluded that the self-regulated learning variable (X) has an effect on the academic procrastination variable (Y). And if you look at the t value, the t-calculated value is $-3.785 < -2.093$, so it can be concluded that the self-regulated learning variable (X) has an effect on the academic procrastination variable (Y), meaning that H_a is accepted and H_o is rejected.

Discussion

It can be seen from the explanation above that the level of self-regulated learning among FIK UNNES sports education fast track students who are working on theses and theses for the class of 2020 and 2021 in the low category shows a figure of 0, while 3 students (14.3%) and the high category are 18 students (85.7%) with a total of 21 students as subjects

Judging from the results above, it shows that the level of self-regulated learning among FIK UNNES sports education fast track students who are working on theses and theses for the Class of 2020 and 2021 is in the high category with a percentage of 85.7% or as many as 18 students. Bandura 1977 "Good self-regulated learning depends on a person's belief in their ability to achieve something that is dominated in doing something. This means that a learner has a special strategy, has a plan (planning) so that the learning objectives to be achieved can be achieved optimally."

There were 3 students classified in the moderate category with a percentage (14.3%) from 21 subjects. Bandura in Mukhid 2008 explained that "if someone is good/or not good in independent learning then he has the right to give himself credit for his learning achievements. Good self-regulated learning is characterized by monitoring affective and cognitive processes which are involved in completing academic tasks well."

In this research, there were no students who were in the low category, this shows that they are good at planning, monitoring, evaluating

learning, and are able to manage potential and so on, so that they can create optimal learning outcomes and can control themselves according to their potential in carrying out assignments. - existing tasks and on time, Zimmerman in Fasikhah and Fatimah 2013. Faculty sports education fast track students class of 2021 and 2022 who are working on theses and dissertations have a high tendency for self-regulated learning, but this cannot be implemented optimally in working on final assignments, this is due to internal disturbances and external that they did not expect. The condition of fast track students who have many demands makes students experience a lot of academic stress, as a result of this it causes actions where students will tend to avoid things that are less enjoyable and will even prefer activities that they find enjoyable.

Based on the results of the analysis that has been presented, the level of academic procrastination in the 2021 and 2022 FIK UNNES Sports Education fast track students who are working on theses and theses from 21 subjects shows that those included in the low category show the number of 2 students with a percentage score of 9.5% , then 9 students with a percentage score of 42.9% were included in the medium category and 10 students were included in the high category with a percentage score of 47.6%.

Procrastination carried out by someone has characteristics. Ferrari, (1995: 107) "says there are four indicators of academic procrastination: (1) delay in starting work on assignments. (2) delays in doing tasks, (time gaps between actual work and plans, and (4) doing enjoyable activities." From the four indicators above, each individual has a different level of procrastination. This depends on the conditions psychology and physiology of each individual, not every FIK UNNES sports education fast track student who is in the process of working on a thesis and thesis can properly manage their work time, as was the case in this research, there are still some students who postpone in the simple category so it doesn't really have an effect significantly in completing the final assignment.

The behavior of procrastination in starting and completing theses and theses is the dominant behavior that underlies academic procrastination such as students who are in the process of working on theses and theses.

CONCLUSION

Based on the results of the analysis and presentation of the research data above, it can be concluded that firstly, the level of self-regulated learning in the fast track students of FIK UNNES sports education for the 2021 and 2022 FIK UNNES classes which are in the process of writing their thesis and thesis consists of 21 subjects, namely 18 students are included in high category. Judging from this level, it means that the level of self-regulated learning that exists in the 2021 and 2022 FIK UNNES Sports Education fast track students who are in the process of completing high category theses and theses. Then the rest fall into the medium and low categories. This can be interpreted as that fast track students who are in the process of writing their theses and theses have good self-regulation.

The second level of academic procrastination of FIK UNNES Sports Education fast track students who are working on theses and theses also has a high categorization. Those included in the high category show a percentage score of 47.6% with 10 students from 21 subjects. This value shows that the level of academic procrastination in the 2021 and 2022 FIK UNNES Sports Education fast track students who are in the process of completing theses and theses is in the high category, which means that even though their level of self-regulated learning is high, they also engage in academic procrastination behavior, p. This is because they are fast track students who have high academic demands, so students have difficulty determining the priority scale and this causes procrastination behavior. Third, the influence of self-regulated learning on academic procrastination in FIK UNNES Sports Education fast track students Class of 2021 and 2022 who are in the process of completing theses and dissertations. The self-

regulated learning and academic delay scales have a negative and significant correlation, namely $b = -0.816$ with a significance value of 0.01b, thus the proposed research hypothesis is accepted. This means that the higher the level of self-regulation, the higher the academic delay in the thesis and vice versa.

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