

The Predictor Of Emotional Regulation On Academic Procrastination

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Abstract

Academic procrastination can hinder students to progress. This study aimed to examine the impact of emotional regulation on academic procrastination. It involved 300 students from three public senior high school in Tebing Tinggi sub-district, South Sumatera. In collecting the data, the researchers used APS (Academic Procrastination Scale) and ERQ (Emotion Regulation Questionnaire) instruments. Based on the findings, it was known that there was a negative correlation between emotional regulation and academic procrastination. Thus, this study recommends the importance of emotional regulation to reduce academic procrastination.

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INTRODUCTION

Academic procrastination is a tendency to delay actions to finish tasks and allocate the time to do other useless activities until the tasks completion is hampered and never done on time. (Cinthia, R. R., and Kustanti, E. R, 2017). State the habit to procrastinate when facing tasks is called as academic procrastination.

Academic procrastination is a tendency to delay things related to learning in an academic setting. (Zusya, A. R., and Akmal, S. Z, 2016). Meanwhile, states procrastination is an act of intentionally delaying obligatory activities although it is known to result bad impact (Fauziah, 2015).

Based on the above explanation, students should ideally be able to handle both academic and non-academic tasks. They are supposed to submit assignments on time and do examinations maximally to foster their achievement. However, they still have a bad habit, namely spending much time to watch television, access social media, play online games, and hang out with friends.

A previous study by (Ghufron and Risnawita, 2017). Describe procrastination as a delay practice intentionally and repeatedly by doing other unnecessary activities unrelated to tasks given. Academic procrastination is important to avoid. (Suriyah, E. A., and Tjunding, S, 2007). Argue there is a negative relationship between academic procrastination and achievement. It is necessary for students to

control over themselves to not do academic procrastination.

The above thing needs to be done because procrastination causes the feeling of discomfort, anxiety, and guilty to oneself (Ghufron and Risnawati, 2016). It also can bring failures to students when done repeatedly because of the unprepared tasks to submit when the deadline comes, and even if it is done, it must be not maximal. Surely it enables students to academically fail.

Good emotional regulation can affect academic procrastination. According to a study by (Wolters, C, 2008). Emotional regulation is

defined as a process in which someone produces thoughts, feelings, and actions, as well as implements and adapts the previous aspects stably to achieve personal goals.

A previous study by (Garnefski, Vivian, and Philip, 2012). Define emotional regulation as a self-control system towards environmental responses, including the regulation of attention, memory, and thoughts spontaneously. Their theory supports (Dariyo, A, 2013). Namely emotional regulation is an ability to flexibly activate, monitor, prevent, persevere, and or adapt behavior, attention, emotional strategies and cognitions in responding internal guides or directions, environmental stimulus, and other's feedback in order to achieve relevant personal goals.

Emotional regulation is the way individuals control their emotion consciously so that they can adjust thoughts and behavior in different emotions (Syahadat, 2013). It is an ability to manage the existing emotions (Musslifah, 2018). In its process, there are ways to decide what emotions to feel, when the emotions are felt, and how they are expressed (Haryono, et al., 2018). According to the existing theories, emotional regulation is realized by controlling emotions in certain situations.

One who has good emotional regulation can manage their basic emotions to avoid academic procrastination. It will be visible in his behavior because emotional regulation can help someone to direct his behavior to not do academic procrastination. In addition, there are some basic emotions commonly found in an individual, namely anticipation, happiness, acceptance, surprise or shock, fear, sadness, and anger (Putnam and Silk, 2005).

When individuals can regulate their emotions, they are supposed to be able to solve their problems well (Tambunan and Ediaty, 2016). Unfortunately, low emotional regulation makes students do academic procrastination. Therefore, the researchers planned to examine the relationship between emotional regulation and academic procrastination.

METHODS

There actually were 264 respondents, but to anticipate any incomplete data the researchers involved 300 samples chosen using cluster random sampling from the following schools in table 1.

Table 1. The Details of Study Sample

School	Sample
SMAN 1 Tebing Tinggi	145
SMAN2 Tebing Tinggi	72
SMAN 3 Tebing Tinggi	47
Total	264

Prior to collecting the data, the instruments that used likert scale were back-translated first. After that, there was instrument reviews by methodological experts. Then, the scales were trialed in a small sample to ensure its readability and a large sample to assess its validity and reliability.

To examine emotional regulation, the researchers used ERQ scale (Emotion Regulation Questionnaire) developed by (Gross and Jhon, 2003). This instrument has 10 statement items, including 6 items of reappraisal and 4 items of suppression. Based on the validity test, all ten items have met the criterion and declared valid with the rxy value of 0.730 to 0.859. Regarding the reliability, this instrument gained cronbach alpha coefficient of 0.938.

Furthermore, the academic procrastination data of the students were collected using an academic procrastination scale designed by (McCloskey, J., and Scielzo, S. A, 2011). It has 6 items, namely beliefs in ability, attention disorders, social factors, time management, personal initiation and laziness with total of 25 items. The test results showed that the 25 items used met the criterion and were declared valid with a range between rxy of 0.634 to 0.879. The level of reliability as indicated by the Cronbach alpha coefficient was 0.890.

In analyzing the data, this study used mediator analysis using a process application developed by Hayes. Meanwhile, the data

analysis technique in this study used path analysis framework regression.

RESULTS AND DISCUSSION

The description of the data in this study showed that the mean and standard deviation of reappraisal (M = 15.60, SD = 2.99), while suppression (M = 9.59, SD = 2.59) and academic procrastination (M = 79.16, SD = 7.99). A larger mean value shows a good representation for the spread of the data. In detail the data is presented in table 1, as follows.

Table 1. Data Description

Variable	N	M	SD
Emotion Regulation	300	25.19	4.48
Reappraisal	300	15.60	2.99
Suppression	300	9.59	2.59
Academic procrastination	300	79.16	7.99

Hypothesis testing in this research is done by regression analysis. This model is used to determine how big the relationship between the two factors of emotional regulation, namely reappraisal (reassessment) and suppression (emphasis) with the dependent variable, namely academic procrastination. The following are the results of the regression test which are presented in table 2.

Table 2. The Predictor Of Emotion Regulation On Academic Procrastination

N	Prediktor	β	P	R	R ²	F	P
1.	Emotion Regulation	0.353	<0.001	0.121	21.158	<0.001	
2.	Reappraisal	-0.381	<0.001				
3.	Suppression	-0.394	<0.001				

The results of data analysis indicated a relationship between emotional regulation and academic procrastination ($R = 0.353$, $F = 21.158 = 3.04$, $p < 0.01$). Emotional regulation explained procrastination variance by 12.5% ($R^2 = 0.125$). This proved that the regulation of emotions with all the aspects contained therein contributed to the academic procrastination of students.

Regarding the predictor test, the emotional regulation reappraisal and suppression showed a negative relationship with the correlational level of ($\beta = -0.381$, $p < 0.01$) for reappraisal and ($\beta = -0.394$, $p < 0.01$) for suppression. The predictor of emotional regulation variable on procrastination was expected to have a negative relationship. Similarly, the predictors of reappraisal and suppression were expected the same.

A previous study done by (Pratama G.O, 2019). States there is a negative and significant relationship between emotional regulation and academic procrastination. Here, they argue academic procrastination as a tendency to delay working on activities or tasks related to school.

According to a study by (Astyadani and Rachma, S, 2013). shows that emotional regulation has a negative and significant relationship with academic procrastination. Thus, the present study has succeeded to enrich the literature of the relationship between emotional regulation and academic procrastination in senior high school population in Tebing Tinggi sub-district, South Sumatera.

The findings of this study are in contrast to that of (Kogoya, M. P. V., and Jannah, M, 2021). which concludes no relationship between emotional regulation and academic procrastination. The present study even has confirmed that in senior high school population in Tebing Tinggi sub-district, there found a negative relationship between emotional regulation and academic procrastination.

Emotional regulation is reported to help managing emotional management and abilities to remain calm under pressure and finally release negative emotions from students during their time finishing academic tasks. Those who have the ability to regulate emotion will be able

to control negative emotions, such as disappointment, anger, sadness, despair, or frustration experienced when encountering obstacles in the process of doing assignments.

A study by (Gross and Jhon, 2003). Concludes emotional regulation can be controlled by two strategies, namely reappraisal and suppression. Reappraisal means the way individuals reassess a particular phenomenon that explains how the influence of attributions has an impact on emotions. Suppression is acts done to explain emotional situations which are potential to mislead positive ways or reduce negative effects that are considered as successful in terms of emotion regulation. Reappraisal can control instructions on anxiety suppression. Besides, it only focuses on the cause of anxiety when experiencing academic procrastination; in this way, any negative emotions aroused can be reduced.

Reappraisal has been proved to reduce students' stress response when experiencing procrastination and increase adaptation to academic tasks without harmful effects. Here, reappraisal makes students stay focused on the cause of academic procrastination through realistic approaches in dealing with the source of anxiety. By doing so, all emotional stages can be modified before turning into solid emotional responses.

Emotional suppression will avoid someone from being reckless in his actions. Students tend to do academic procrastination because they are unable to suppress their negative emotion. Suppression can be done by understanding a series of emotional regulation process (Husnianita and Jannah, 2021). One way to do it is by reframe the way of thinking about particular objects or situations so that the emotions being felt will change. Changes in responses such as relaxation by breathing can also reduce academic procrastination that arises due to negative emotions that are felt. Moreover, emotional regulation that has an influence on academic procrastination can also be influenced by other factors.

One possible strategy to deal with procrastination is by employing reappraisal

emotional regulation strategy because reappraisal can reduce negative emotional expressions (Ratnasari and Sulecman, 2017). The present study gives scientific contributions to guidance and counseling field because it gives an understanding about the importance of emotional regulation in students when experiencing academic procrastination.

The findings of this study can help reduce procrastination attitudes and the impact of negative emotions resulted by academic procrastination.

In the context of guidance and counseling, these findings imply that emotional regulation strategies can be used on students' academic procrastination behavior by strengthening the reappraisal emotion regulation strategy in particular. This can be done by training students in controlling their emotions, and providing information services about the impact of academic procrastination.

CONCLUSION

The findings of this study have confirmed the influence of emotional regulation on academic procrastination. Therefore, it is hoped that the next researchers can experiment reappraisal emotion regulation strategies on academic procrastination.

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