The Effects of Self-Regulated Learning and Peer Conformity on Students Academic Procrastination

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Article Info	Abstract
	Academic procrastination is an act of delaying the completion of academic tasks that lead to the decline in academic achievement. This study strived for analyzing the effects of self-regulated learning and peer conformity on academic procrastination. It used a correlational design and involved 72 students in grade eight at SMP Negeri 20 Semarang in the academic year of 2022/2023 as the sample. In analyzing the data, multiple linear regression test was used. Findings showed that self-regulated learning negatively correlated with academic procrastination, while peer conformity positively correlated with students' academic procrastination. Thus, self-regulated learning and peer conformity need to become concern to give interventions for academic procrastination.

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INTRODUCTION

Academic procrastination is an act of delaying the completion of academic tasks done repeatedly and intentionally by doing other unimportant activities (Saman, 2017: 58). This phenomenon is unfortunately still practiced by today's students. Chehrzad, et al., (Zarrin, Gracia, & Paixao, 2020: 35) revealed most of 459 students majoring in Medical Sciences at Guilan University experienced academic procrastination problems with a percentage of 14% in the high category, 70% in the medium category, and 16% in the low category.. In addition, Ellis & Knaus (Laforge, 2005: 1) revealed that as many as 70% of American students are involved in frequent procrastination.

Based on the preliminary study done at SMP Negeri 20 Semarang, it was known that the eighth grade students often submitted their assignment late during the online class. In addition, the interviews with five teachers of math, natural science, social science, Indonesian, and Islamic religious education resulted in the same information, and often the students attended the online class late, even up to 5 minutes late. The lateness happened repeatedly.

Students who are entering adolescence must be able to manage themselves well. Those who fail in managing academic behavior will result in high academic procrastination. In this low self-regulation, students may not be able to set up any stimulus that appears. This inability hampers them from deciding the proper attitudes to counter any issues, such as completing academic tasks on time and maximum which later affects in the high academic procrastination.

A study by Wati (2021) reveals that self-regulation is a strong predictor to students' academic procrastination. Through this skill, students are expected to be able to regulate, manage, and use learning strategies to deal with academic tasks. When students are able to do so, they will be more ready to complete the tasks rather than postpone them.

Another study by Rahmaniah (2019) shows self-regulation holds an important role in one's academic achievement, so does motivation. High academic motivation not only helps individuals acquire beneficial learning, but also equips them some skills for social life (Nopita, et al., 2021). High academic motivation is not only limited to instrinsic motivation, but also extrinsic (Reza, 2018).

Conformity is one's changes in behavior or beliefs as a result of group pressure (Myers, 2014: 83). It is a form of self-adjustment with the group norms. Peer conformity can happen due to equal age and maturity (Sarwono, 2015: 67). Similarly, Santrock (2012: 65) mentions conformity emerges when an individual imitates other's attitudes or behavior because of life pressure.

The purpose of this study was to analyze the effects of self-regulated learning and peer conformity on academic procrastination behavior. It is hoped that the findings of this study can provide recommendations for counselors in intervening in students' academic procrastination behavior.

METHODS

The subjects in this study were 72 students chosen from the total of 257 students in grade eight at SMP Negeri 20 Semarang in the academic year of 2022/2023 using a stratified random sampling technique. In terms of number of sample, slovin formulae was used, while the sample data were analyzed using multiple linear regression analysis.

To assess students' academic procrastination, the instrument designed by the researchers containing 23 items with 5 scaling choices (1=strongly disagree, until 5=strongly agree) was used. Moreover, the instrument reliability got 0.91 after being analyzed using a cronbach' alpha technique. Then, the instrument to measure students' self-regulation was also made by the researchers with 26 items and 5 scaling choices (1=strongly disagree until 5=strongly agree). Its reliability was 0.89 after being tested using a Cronbach's alpha technique.

Further, the instrument to measure peer conformity was also developed by the researchers themselves. It had 23 items with 5 scaling choices (1=strongly disagree until 5=strongly agree). Its reliability was 0.88. All those three instruments were distributed to the students offline.

Regarding the design, this study used a correlational design. It aimed to analyze the effects among variables, namely the effects of self-regulated learning and peer conformity on students' academic procrastination.

RESULTS AND DISCUSSION

Based on the data analysis, the students' academic procrastination mean was 2.48 or low and uncontrollable. It indicated that students had no tendency to postpone their learning, always submitted assignments on time, and had always studied before hanging out with friends. They always prioritized study before playing game, hanging out with friends, and watching TV.

Students' self-regulated learning mean was 3.73, indicating high level. They could regulate their study well and independently and all assignments were done perfectly. In addition, students were not lazy to read and had study schedule to review things taught by teachers at home. These made the students' study regulation high.

Regarding peer conformity, the mean was 2.20, indicating low level and students were not too influenced by their peers. Based on the findings, it was known that the results of hypothesis testing were as follows:

Table 1. Regression Analysis Results

Prediktor	β	t	p	R	R^2	F	p
SRL	-.93	-7.79	<.01				
				.72ª	.52	37.04	<.01
Konform	.29	2.05	<.05				

According to table 1, self-regulated had a negative effect on academic procrastination (β= -0.93, p<0.01), while peer conformity had a positive effect on students' academic procrastination (β= 0.29, p<0.05). For more, self-regulated learning and peer conformity simultaneously explained the variance of academic procrastination by 52% (R2=0.52).

Students who have high self-regulated learning or can manage themselves in learning will indeed have a low level of learning delay. Zimmerman (1998) states that self-regulated learning makes students being able to regulate themselves in learning, so it can reduce academic procrastination. Students can organize themselves when to study and when to play. In addition, students who have self-regulation in learning such as having a regular study schedule will make all assignments work on time and not be delayed. It will schedule assignments in a structured manner. This will make students have lower tendency to delay doing assignments or learning than those who do not have a study schedule.

Students who have high self-regulated learning will be able to manage learning independently and will have low academic procrastination. They will set a schedule for studying, reading, doing assignments, and repeating the materials given at school so that they understand better.

In this study, peer conformity was found to affects students' academic procrastination. Sulaiman et al., (2022) have revealed that peer conformity has a major contribution in influencing student's academic procrastination. Peers have an influence that causes individuals to do academic procrastination. When a circle is lazy to finish assignments, its members will get influenced and become laze too because this behavior is done as an effort to get acceptance by the other members.

Students often wish for having a circle at school and do things to be accepted based on the circle norms. Thus, if the circle is lazy, the member candidates will also be lazy because it is what the circle does.

Peers became an external factor for students to postpone completing assignments. If the peers are lazy, its members would also be

lazy to start and complete the academic assignments. Wahyuningsih, et al., (2022) argue peers support can influence the level of academic procrastination level.

CONCLUSION

By referring to the findings and discussion, it can be concluded that self-regulated learning has a negative effect on students' academic procrastination. In this study, the students had high self-regulated learning indicated by the ability to manage, plan, and control study time. Those with high self-regulated learning will tend to have low procrastination and vice versa.

Another conclusion is peer conformity has a positive effect on students' academic procrastination. Those with high peer conformity will tend to have high academic procrastination and vice versa.

This study did not use the respondent's characteristic factor as a control variable. Therefore, further studies are expected to add the respondent's characteristic factor as a control variable so that it can analyze the effect of the respondent's characteristics on students' academic procrastination behavior.

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