

The Relationship Between Self Regulated Learning and Social Support with Academic Procrastination in Students during the Pandemic

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ABSTRACT

Academic procrastination is a tendency of procrastinating behavior in completing assigned tasks and results in not completing tasks. One of the factors that can cause a student to procrastinate is the lack of strategy and self-regulation or also known as self-regulation. Difficulty in self-regulation or self-regulation in learning is an internal factor that can cause academic procrastination, while external factors that are predicted to prevent students from completing studies according to the targeted time, especially during the COVID-19 pandemic, are social support. This study aims to determine the relationship between 1) self-regulated learning and academic procrastination 2) social support with academic procrastination 3) self-regulated learning and social support with academic procrastination during the pandemic. The subjects in this study were students with a total of 266 students spread across various state and private universities and students of all majors. Research data obtained through a scale compiled by researchers will be processed by data analysis techniques, namely multiple linear regression analysis. Based on the data analysis, the results obtained 1) there is a significant negative correlation between self-regulated learning and academic procrastination, the t value is -2.930 and sig (p) 0.004 <0.05 2) there is a significant positive correlation between social support and academic procrastination, the t value is 2.027 and sig (p) 0.044 <0.05 3) there is a significant positive correlation between self-regulated learning and social support, the F value is 4.479 and sig (p) 0.012 <0.05.

Keywords: Self-regulated learning; social support; academic procrastination; student; pandemic

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INTRODUCTION

The Covid 19 pandemic period changed the learning situation in higher education from direct learning which required face-to-face learning between lecturers and students to change to online learning or PJJ (Distance Learning). This effort was carried out by the higher education institution in accordance with the instructions of the Minister of Education and Culture which emphasized SFH (School From Home) for all lines of education, in order to reduce the spread of the Covid 19 virus. Although initially greeted with joy, many students now complain about the large number of assignments given As a substitute for face-to-face learning models, even for students who are often procrastinated, the pile of online assignments becomes a virtual hell (Sudarko, 2020).

Even though long before the pandemic situation broke out, cases of procrastination among students were recorded in many studies (Fauziah, 2015; Muyana, 2018; Ursia, Siaputra & Sutanto, 2013; Rustam, 2019; Sabatini, 2013; Aini, Noor & Mahardayani, 2011; Irna, 2014; Putri, Wiyanti, &

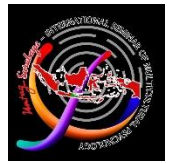
Priyatama, 2012), even a Diktis research published on an online site (Arifin, 2019) states that at Sebelas Maret State University (UNS) high academic procrastination was found in Psychology Study Program students reaching 13,68 percent. The same thing, also expressed by Arifin (2019) that at the University of Ibn Khaldun (UIKA) Bogor recorded 2,823 students from 5149 students who were active in the 2016/2017 academic year, indicated procrastination. Muyana (2018) also stated in his research that out of 229 Counseling Guidance students at Ahmad Dahlan University Yogyakarta, 161 of them tended to have high procrastination.

Even in the current Covid 19 pandemic situation, researchers also observed that many students who previously procrastinated completing assignments, procrastinate more often. For example, some undergraduate students at a university tend to choose to spend hours on social media, play online games, or do other jobs instead of doing assignments given by lecturers during online lectures. One of the factors that according to Latifah & Damajati (2018), Steel (2017), Saraswati (2017), Savira & Suharsono (2013), Alfina (2014), can cause a student to procrastinate is a lack of strategy and self-regulation or also called regulation. self (self regulated). Low self-regulated learning is an internal factor which in several studies has been shown to play a role in causing academic procrastination. As stated by Lailul (2018) that self-regulated learning is owned by an individual, he will learn actively, compile, determine learning goals, plan and monitor, regulate and control cognition, behavioral motivation and the environment to achieve predetermined goals so as to encourage independent learning. Of course, students who have high self-regulated learning will involve their metacognition, motivation, and behavior in learning and achieve the desired learning goals, so that there is no delay in lecture assignments. This means that individuals with high self-regulated learning will be able to regulate and divide their activities in the right time and proportion according to their priorities and interests, so that the completion of their work or activities is according to the set time and feel happy because they are able to comply with the schedule they plan to complete. Duty.

Apart from self-regulated learning, social support is also one of the factors that influence procrastination (Putri, 2014; Fibrianti, 2009; Lubis, 2018; Safitri, 2018; Rini, 2009). Social support, which is an external factor that affects academic procrastination, according to Gibson (2005) is pleasure, assistance that a person receives through formal and informal relationships with another or group, which according to Arfiansah (2019) refers to the acceptance of a sense of security, care, appreciation or help someone receives from another person or group. The existence of social support, according to Rini (2009) can make individuals feel that they are getting attention, so that individuals have good self-stability and have an attitude that can accept reality, can develop self-awareness, think positively, have independence, and have the ability to have and achieve everything. something desired, including completing tasks. Based on the problems described, it is necessary to know whether there is a relationship between self-regulated learning and social support and student academic procrastination during the pandemic.

METHOD

This type of research used in this research is quantitative. This study uses multiple linear regression analysis techniques with the help of SPSS version 20.0 for windows to determine the relationship between self-regulated learning and social support and academic procrastination in students during the pandemic. The subjects in this study were students who were doing online lectures, all majors from public / private universities, students who were still active. The sample in the study was 266 students according to the characteristics of the population.



The measuring instrument used for self-regulated learning, social support and procrastination is a Likert scale which is based on the aspects of self-regulated learning from Zimmerman's (1989) theory. Meanwhile, the social support scale is used based on the theoretical aspects of Safarino (2012). The academic procrastination scale uses theoretical aspects from Ferrari (1995).

RESULT

Reliability testing in this study used the Cronbach Alpha formula with the help of the SPSS version 20.0 for windows program. The reliability test resulted in the self-regulated learning reliability coefficient of 0.907, the social support reliability coefficient of 0.919, and the academic procrastination correlation coefficient of 0.916. These results indicate that the items in this study have a reliability value.

The normality test in this study was carried out using the Kolmogorov-Smirnov test with the help of the SPSS version 20.0 for windows program. Academic procrastination variable with a Kolmogorov-Smirnov Z value of 0.134 with a sig value of 0.153 ($p > 0.05$), these results indicate that the data on academic procrastination are normally distributed. The self-regulated learning variable with a Kolmogorov-Smirnov Z value of 0.872 with a sig value of 0.432 ($p > 0.05$), these results indicate that the data on self-regulated learning variables are normally distributed. The social support variable with a Kolmogorov-Smirnov Z value of 0.758 ($p > 0.05$), these results indicate that the data on the academic procrastination variable is normally distributed.

Linearity test in this study used anova table technique with deviation of linearity with the help of the SPSS version 20.0 for windows program. The linearity test of the variable self-regulated learning with academic procrastination obtained a result of 0.130 ($p < 0.05$), which means that the variable has a linear relationship, while the social support variable with academic procrastination has 0.011 ($p < 0.05$), meaning that the variable has a linear relationship.

Based on the results of the data analysis test using multiple linear regression analysis model with the help of SPSS version 20.0 for windows. The results of the partial analysis can be seen that the value of t and p, the value of t on the self regulate learning variable is -2.930 with p 0.004 ($p < 0.05$) which means that self-regulated learning has a significant relationship to academic procrastination, the higher the self-regulated learning, the higher academic procrastination will be lower and vice versa. Meanwhile, the t value of social support is 2.027 with p of 0.044 ($p < 0.05$) which means that social support has a significant relationship with academic procrastination, the higher the social support, the higher the academic procrastination and vice versa.

The results of the multiple linear regression analysis test simultaneously obtained an f value of 4.479 with p 0.012 ($p < 0.05$), which means that self-regulated learning and social support simultaneously have a significant relationship with academic procrastination, the research hypothesis is accepted. It means that the higher self regulated learning and social support, the higher academic procrastination and vice versa.

DISCUSSION

Students who are learning online during a pandemic have a high level of academic procrastination, but this can be dealt with by having high self-regulated learning so that it can suppress academic procrastination in doing tasks during a pandemic. In accordance with the results of research that self-regulated learning has a negative direction of academic procrastination. According to Lay (1993) academic procrastination is delaying what needs to be done to achieve certain goals until some time in the future because it feels heavy, unpleasant or less attractive. This research is in line with

research conducted by Santika & Sawitri (2016) entitled self regulated learning and academic procrastination in class XI students of SMA Negeri 2 Purwokerto. The results showed that self-regulated learning gave an effective contribution of 67% to academic procrastination.

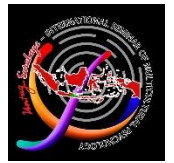
The self-regulated learning variable has a negative effect on academic procrastination in students during the pandemic, it is proven. This is evidenced by the significance value of the self-regulated learning variable on academic procrastination, namely 0.004 so that the significance value is less than 0.05, therefore it can be concluded that at the 95% confidence level there is a significant effect of self-regulated learning with academic procrastination on students. . The regression coefficient value is -2.930, which means that there is a negative relationship between self-regulated learning and academic procrastination, meaning that the higher the self-regulated learning, the lower the academic procrastination. This regression coefficient value also shows a decrease in academic procrastination by -2,930 units for each one-unit increase from self-regulated learning. The beta coefficient value is -0.207, meaning 20.7% indicates the coefficient for the direct effect of self-regulated learning with academic procrastination.

Social support also affects academic procrastination that social support is support or assistance that comes from people who have close social relationships with individuals who receive assistance. The results of this study indicate that the higher the social support, the higher the academic procrastination in students during the pandemic and vice versa, students who have social support in influencing not doing high assignments will make students become higher academic procrastination, but if students have support. low social for not doing assignments, the academic procrastination of the results of this study is in line with the results of research conducted by Argaleta (2014) with the title of the relationship between Parents' Social Support and Academic Procrastination in Doing School Tasks in Kota Baru PGRI High School Students ".

Social support variables have a positive effect on academic procrastination in students during the pandemic, it is proven. This is evidenced by the significance value of the social support variable with academic procrastination, which is 0.044, so the significance value is less than 0.05, therefore it can be concluded that at the 95% confidence level there is a significant relationship between social support and academic procrastination in students at the time. pandemic. The regression coefficient value is 2,027 which means that there is a positive relationship between social support and academic procrastination, meaning that the higher the social support, the higher the academic procrastination. The regression coefficient value also shows an increase in social support by 2,027 units for each one-unit increase in social support. The beta coefficient value is 0.143, meaning 14.3% indicates the coefficient for the direct effect of social support with academic procrastination.

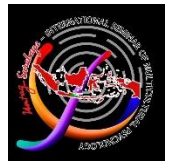
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