Self-Regulated Learning Training on Student Academic Procrastination Behavior

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Abstract. Students have the responsibility as a student of knowledge and complete academic assignments. The assignments can help students improve their understanding of the material presented. One of the problems students can experience related to academic assignments is that students often delay doing assignments in an academic context, or what is known as academic procrastination. Academic procrastination is considered to result from a self-regulation failure, adversely affecting students' well-being and academic performance. This problem was also found in students of the Psychology Study Program, Faculty of Public Health, Nusa Cendana University class of 2017. One thing that can be done to overcome this problem is to provide independent learning training to students who often delay working on their academic assignments. This research was conducted to see the effect of self-learning training on reducing academic procrastinationbehavior among university students. This type of research is Quasi-Experimental research. The participants in this study were 13 students who had fulfilled the research requirements. The results showed that there was a decrease in the level of students' academic delaying behavior before and after participating in independent learning training, as evidenced by the results of the analysis of the hypothesis submission being accepted with a t-test value of 0.000 <0.05 using the Post-test and Pre Test values.

Keywords: Self-Regulated Learning Training, Self-Regulated Learning, Academic Procrastination Behavior

Abstrak. Mahasiswa memiliki tanggung jawab sebagai penuntut ilmu dan menyelesaikan tugas-tugas akademik. Tugas yang diberikan dapat membantu mahasiswa untuk meningkatkan pemahaman terkait materi yang disampaikan. Salah satu masalah yang dapat dialami mahasiswa terkait dengan tugas akademik adalah mahasiswa sering kali menunda untuk mengerjakan tugas dalam konteks akademik atau yang dikenal dengan penundaan akademik. Penundaan akademik dianggap sebagai akibat dari kegagalan pengaturan diri yang berdampak buruk pada kesejahteraan dan kinerja akademik mahasiswa. Permasalahan ini juga ditemukan pada mahasiswa Program Studi Psikologi, Fakultas Kesehatan Masyarakat, Universitas Nusa Cendana angkatan 2017. Salah satu hal yang dapat dilakukan untuk mengatasi permasalahan ini adalah dengan memberikan pelatihan pembelajaran

mandiri kepada mahasiswa yang sering kali menunda pengerjaan tugas akademiknya. Penelitian ini dilakukan guna melihat pengaruh pelatihan pembelajaran mandiri untuk menurunkan tingkat perilaku penundaan akademik di kalangan mahasiswa. Jenis penelitian ini adalah penelitian Quasi Eksperimen. Partisipan dalam penelitian ini berjumlah 13 orang mahasiwa yang telah memenuhi syarat penelitian. Hasil penelitian menunjukkan bahwa ada penurunan tingkat perilaku penundaan akademik mahasiswa sebelum dan sesudah mengikuti pelatihan pembelajaran mandiri, dibuktikan dengan hasil analisis pengajuan hipotesis diterima dengan nilai Uji t $0{,}000 < 0{,}05$ menggunakan nilai *Post test* dan *Pre Test*.

Kata kunci: *Pelatihan Pembelajaran Mandiri, Pembelajaran Mandiri, Perilaku Penundaan Akademik*

Introduction

Self-Regulated Learning Training

Self-Regulated Learning training in Indonesian is likened to a short-term training process using systematic and organized methods and procedures in the learning process by encouraging individuals to have and achieve goals that have been set and are characterized by the emergence of affective (feelings) and reactions to achieve goals (Schunk and Zimmerman, 2012).

Zimmerman (in Kosnin, 2007: 221) means that Self-Regulated Learning strategies are actions and processes directed at obtaining information or skills involving institutions, goals, and perceptions of intermediaries by students. Self-Regulated Learning training involves using motivational and learning strategies through the degree to which students' motivation, meta-cognitive, and participant behaviors are active in their learning process.

Based on Zimmerman's understanding, researchers can understand that Self-Regulated Learning is an active learning strategy for the individual.

As an action involving motivation, metacognition and active student behavior in the learning process.

Aspects of Self-Regulated Learning Training

In particular, Ormrod (2008: 38) reveals that Self-Regulated Learning strategies include the following processes, many of which are metacognitive:

1) Goal Setting

Self-regulated learners who know what they want to achieve when reading or studying may learn specific facts, gain a broad conceptual understanding of a topic, or acquire sufficient knowledge to work on exam questions in class.

2) Planning

The self-regulated learner has already determined how best to use the available time and resources on learning tasks.

3) Self Motivation

Self-regulated learners usually have high self-efficacy for completing a learning task. They use many strategies to stay on task— perhaps by decorating the task to make it more fun, reminding themselves of the importance of doing a good job, or promising themselves a particular reward once the task is done.

4) Attention Control

Self-regulated learners try to focus their attention on the ongoing lesson and remove from their minds other distracting things.

5) Flexible Use of Learning Strategies

Self-regulated learners have different study strategies depending on the specific goals they want to achieve. For example, how they read a desk article depends on whether they read it as entertainment or test preparation.

6) Self Monitoring

Self-regulated learners continuously monitor their progress within the framework of established goals, and they change learning strategies or modify goals as needed.

7) Appropriate Help Seeking

The truly self-regulated learner doesn't always have to work alone. Instead, they realize that they need the help of others.

8) Self Evaluation

Learners who can self-regulate determine whether their learning has met their initial goals. Ideally, they also use self-evaluation to adjust various learning strategies for future opportunities.

Self-Regulated Learning

According to Zimmerman (in Savira & Suharsono, 2013), Self-Regulated Learning is managing the individual's learning process through setting and achieving goals concerning active metacognition and behavior in Self- Regulated Learning. Self-Regulated Learning can be defined as an individual's ability to properly and effectively manage their learning experience in various ways to obtain optimal learning outcomes. This statement was put forward by Wolters and Christopher (in Harahap, 2020). According to Yumna, Sukarti, and Gusniarti (2020), Self-Regulated Learning is an inner desire to initiate an action, including setting goals and setting efforts to achieve goals.

According to Reni and Kuswandi (2018), Self-Regulated Learning is a characteristic of learners who are believed to be psychologists, who have accommodated the view of learners who are responsible for learning and active in learning to improve their learning achievement. Self-Regulated Learning or SRL (Self-Regulated Learning) is the ability of someone who has knowledge of effective learning strategies and knows how and when to use this knowledge so that students are able to regulate themselves in learning. Self-Regulated Learning places importance on one's ability to regulate and control oneself, especially when facing academic tasks (Ruswana & Zamnah, 2018). According to Anderman & Anderman (in Prastiwi, 2021), Self-Regulated Learning is needed by students in learning activities so that they can organize and direct themselves, adjust, and control themselves, especially in dealing

with complex tasks.

Academic Procrastination Behavior

According to Ghufron (2010), academic procrastination is delaying formal tasks related to academic assignments. Steel (2007) also states that academic procrastination is delaying a task that is done intentionally. In the psychological view, academic procrastination refers to an activity or tendency to delay the completion of a task or work assigned to an individual, and this statement was first expressed by Brown and Holzman (Hayyinah, 2004).

Individuals who perform procrastination behavior will tend to wait for a miracle and hope for the presence of an extraordinary inspiration without doing anything and often feel happy in starting a job without thinking ahead and without a clear goal and expects success to come naturally. Suddenly without any preparation (Boice, 1996). Academic procrastination is considered a habit of maladaptive behavior that harms student academic achievement and has a close correlation with student anxiety and depression. This statement was stated by Akpur, Constantin, Kim & Seo (in Wang, 2020).

Method

This research was conducted in the Psychology study program building, Jl. Gen. Suharto No. 72, Naikoten I, Kec. Kota Raja, Kota Kupang, and East Nusa Tenggara will be carried out from June 2022 to August 2022, so the total time needed is around three months. The population in this study were students enrolled in the Psychology Study Program, Faculty of Public Health, Nusa Cendana University, class of 2017, which totaled 51 students.

The sample used was a student of the Psychology Study Program, class of 2017, so the sampling technique in this study used a purposive sampling technique, which is a sampling technique under specific considerations. The requirements that must be met in this sampling are active status in college (not on leave), being a 2017 batch Nusa Cendana University Psychology Study Program student, and students with high or very high score categories on the Academic Delay scale.

This research is a type of quasi-experimental research and uses a quantitative approach. This study used a one-group design, namely, one group pre-test-post-test design. The group in question is the experimental group. An experimental group is a group that receives treatment in the form of independent learning training methods in conducting research and is simultaneously given a pretest and posttest.

This study uses a questionnaire scale, namely the academic delay scale, which consists of 20 statements that have been tested. According to Ferrari, academic procrastination is measured based on the behavioral aspects of the academic procrastination scale.

Result

Table 1.
Results of Pre-test Students Class of 2017 Psychology Study Program

Kategori	N	Personas
Low	9	17,6 %
Moderate	17	33,3 %
High	22	43,1 %
Very high	3	5,9 %
Total	51	100 %

Based on Table 1, it is known that of the 51 students in the Psychology study program studied, the level of behavior in the low category of academic procrastination was 9 (17.6%). In the moderate category, as many as 17 people (33.3%). In the high category, as many as 22 people (43,1%), and very high category, as many as three people (5,9%).

Table 2.

Pre-test results of selected participants

Kategori	N	Persentase
High	12	80 %
Very High	3	20 %
Total	15	100 %

In Table 2, there are data from 15 participants who were selected to take part in the Self-Regulated Learning training. The high category is 12 people (80%), and the high category is three (20%).

Table 3.

Post-test Results of I Self-Regulated Learning Training Participants

Kategori	N	Personas
Low	9	69,2 %
Moderate	4	30,8 %
Total	13	100 %

Based on Table 3, the results of the post-test given to 13 participants in the Self-Regulated Learning training showed 9 participants in the low category (69.2%), and 4 participants in the moderate category (30.8%).

Tabel 4.

Normality Test Results

Variael	Asymp. Sig. (2-tailed)	A	Information
Academic Procrastination	0,873	0,05	Normal

Based on Table 4 describes the results of the normality test on the distribution of data. The conclusion from the table above is the significance for the post-test of Self-Regulated Learning participants with the Asymp Sig (2-tailed) score of 0.873. Because the significance is more significant than 0.05, it can be concluded that the results of the Post-test are normally distributed.

Tabel. 5

Hypothesis test results

Pre-Test	N	*Sig.(2-Tailed)*
Post-Test	0,05	0'000

Based on Table 5, the result of the value of Sig (2-tailed) is less than 0.05, namely Sig. (0.000) <0.05, so it can be said that the treatment has an effect. The decision to test the hypothesis can be concluded that there is an effect of Self-Regulated Learning training on academic procrastination behavior.

Discussion

Based the hypothesis test using the Paired Samples Test, it shows an effect of Self-Regulated Learning training on academic procrastination behavior. The results of data analysis showed the value of Sig (2-tailed) is Sig (0.001)

<0.05, which means that Self-Regulated Learning training affects academic procrastination behavior, means that the alternative hypothesis is accepted. The results of this research are supported by research conducted by Wijaya & Nashori (2015), which states that there is a decrease in academic procrastination behavior after being given Self-Regulated Learning training.

The pre-test given before the training showed that the level of academic delay behavior of the research subjects was in the "High" category. Several subjects stated in the training that one of the things that caused them to procrastinate was because the subject was difficult to set goals and determine the time to carry out academic activities. In Self-Regulated Learning training, participants gain a cognitive understanding of setting practical goals and designing plans to achieve them. Not only that but subjects are also allowed to design their own goals and plans to be achieved to make the efforts more real. The subject becomes learning to make academic interests as a student a priority because goal setting is related to priorities. According to Sen (1985), if an individual has a specific goal, he will prioritize his goal over other things. By having goals and plans, individuals will learn to design work plans, try to fulfill them, and make academic interests a priority.

In training, the subjects also said that they were more prone to experiencing cognitive disorders such as poor mood and social temptations such as vehicle noises, disturbing music sounds, and friends who asked to talk or go out, resulting in delays in doing assignments and studying. This follows the results of research conducted by Fauziah (2015), which states that the factors that cause academic delays are psychological and environmental, which hinder their academic activities. In Self-Regulated Learning training, subjects get self-instruction strategies to anticipate things outside and inside themselves that can hinder their academic activities.

According research conducted by Setiawan & Hafinah (2019) states that self-instruction techniques (self-instruction) are proven to be effective in increasing self-regulation, so in this Self-Regulated Learning training, the subject is presented with a self-instruction strategy (if then) using the role-playing method that can train subjects to deal with things that can hinder their academic activities. Subjects are also given the opportunity to practice how to anticipate distractions that can cause the subject to perform academic delay behavior.

Self-Regulated Learning training provides participants with self-motivation strategies, namely managing the learning environment and principles regarding self-motivation. According to the results of research conducted by Daulay (2021), there is a positive relationship between self-motivation and Self-Regulated Learning for students. Subjects were given tips on arranging their place to do assignments or study, for example, free from distractions. They were also given tasks in the form of sending photos before and after where to study and work on assignments arranged according to the convenience of each subject. At the last meeting, the researcher and the subject discussed the progress of their academic activities. Several subjects stated that during the training, they could manage time, set goals, motivate themselves, and overcome obstacles from within themselves and their environment using the strategies obtained during the training. Subjects were also given a box to write down the most influential thing.

Cause them to delay academically and write down the most effective strategy to overcome this. The purpose of this box is as a way of dealing with future academic delays.

The post-test was given on Thursday, August 11, 2022. The post-test was given 14 days after the last day of Self-Regulated Learning training. Based on the results obtained, there are differences in the results between the pre-test and post- test. The results of the post-test show a decrease in the level of academic procrastination behavior. These results state that the participants' academic procrastination behavior in training is in the moderate and low categories, so it can be concluded that students with high academic procrastination behavior experience a decrease in academic procrastination behavior by being given treatment in the form of Self-Regulated Learning training.

Based on the normality test using the One-Sample Kolmogorov Smirnov Test, the significant result for the Post-test of Self-Regulated Learning participants with the Asymp Sig (2-tailed) value was 0.200. Because the significance is more significant than 0.05, it can be said that the results of the Post-test are normally distributed. The acceptance of this research hypothesis shows that Self-Regulated Learning training affects academic procrastination behavior in the 2017 psychology student program at Nusa Cendana University.

Conclusion

Independent learning training affects reducing student academic procrastination behavior. The results of the data analysis showed that the academic delay behavior of students who were given treatment in the form of self-learning training decreased. Quantitatively, it can be said that there are differences in the level of student academic delay behavior before and after receiving independent learning training.

Suggestion

To increase independent learning, students should be able to organize and use their time in an orderly and neat manner to complete assignments and study on time and avoid academic procrastination. Activities that are not so important should not be done excessively but must follow the time set.

For further researchers to develop a theoretical study of this research related to independent learning and academic delay. Future researchers interested in this research can produce excellent work from the results of this research. To provide maximum results, researchers add variables or provide independent learning interventions. In addition, they pay more attention to internal factors in this study to reduce students' academic delay levels. In addition, pay more attention to factors different from this study, such as gender, age, number of participants, environment, and other factors that affect the subject, to get the appropriate results.

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