

ABSTRACT

Sherlyn Monica (01121210047)

ACHIEVING ACADEMIC SUCCESS: THE ROLE OF SELF-REGULATED LEARNING IN OVERCOMING ACADEMIC PROCRASTINATION AMONG HIGH SCHOOL STUDENTS

This study aims to analyze the role of self-regulated learning in overcoming academic procrastination among high school students. Academic procrastination, the habit of delaying tasks that negatively impacts academic achievement, is commonly found among high school students. Using a quantitative approach, this study employs multiple linear regression methods to measure the relationship between self-regulated learning and academic procrastination, involving a sample of 278 high school students in Tangerang. The instruments used are an academic procrastination scale and a self-regulated learning scale adapted from previous research.

The results indicate a significant negative relationship between self-regulated learning and academic procrastination. Specifically, the motivation and behavior aspects of self-regulated learning contribute the most to reducing procrastination, while the metacognition aspect does not show a significant effect. Thus, students' abilities to regulate their motivation and learning behaviors have proven effective in reducing tendencies to delay tasks. In conclusion, enhancing self-regulated learning, especially in terms of motivation and behavior, is essential in addressing academic procrastination among high school students.

Keywords: self-regulated learning, academic procrastination, high school students, motivation, behavior

ABSTRAK

Sherlyn Monica (01121210047)

RAIH SUKSES PENDIDIKAN: PERAN *SELF-REGULATED LEARNING* DALAM MENGATASI PROKRASTINASI AKADEMIK PADA SISWA SMA

Penelitian ini bertujuan untuk menganalisis peran *self-regulated learning* dalam mengatasi prokrastinasi akademik pada siswa SMA. Prokrastinasi akademik, kebiasaan menunda-nunda tugas yang berdampak negatif pada prestasi akademik, sering dijumpai pada siswa di tingkat SMA. Dengan pendekatan kuantitatif, penelitian ini menggunakan metode regresi linear berganda untuk mengukur hubungan antara *self-regulated learning* dengan prokrastinasi akademik, melibatkan 278 siswa SMA di Tangerang sebagai sampel. Instrumen yang digunakan adalah skala prokrastinasi akademik dan skala *self-regulated learning* yang diadaptasi dari penelitian sebelumnya.

Hasil penelitian menunjukkan bahwa terdapat hubungan negatif yang signifikan antara *self-regulated learning* dengan prokrastinasi akademik. Secara khusus, aspek motivasi dan perilaku dalam *self-regulated learning* memiliki kontribusi terbesar dalam menurunkan prokrastinasi, sedangkan aspek metakognisi tidak menunjukkan pengaruh signifikan. Dengan demikian, kemampuan siswa dalam mengatur motivasi dan perilaku belajar terbukti efektif dalam mengurangi kecenderungan menunda tugas. Kesimpulannya, peningkatan *self-regulated learning*, terutama dalam hal motivasi dan perilaku, penting untuk mengatasi prokrastinasi akademik pada siswa SMA.

Kata kunci: *self-regulated learning*, prokrastinasi akademik, siswa SMA, motivasi, perilaku