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The Effect of Self-Regulated Learning on Academic Procrastination among Guidance and Counseling Students at Jambi University

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Abstract: This study was motivated by a common problem experienced by university students, namely Academic Procrastination, which refers to delaying academic tasks. Academic Procrastination is influenced by several factors, one of which is Self-Regulated Learning, defined as the ability to manage one's own learning process. This study aimed to examine the extent to which Self-Regulated Learning affects Academic Procrastination among Guidance and Counseling students at Jambi University from the 2021, 2022, and 2023 cohorts. This research employed a quantitative method with an ex post facto approach. The sample consisted of 180 students selected using stratified random sampling. Data were collected using questionnaires, and data analysis was conducted using simple regression analysis. The results indicated a significant negative effect of Self-Regulated Learning on Academic Procrastination among Guidance and Counseling students at Jambi University.

Keywords: Self-Regulated Learning, Academic Procrastination, Guidance and Counseling Students, Regression Analysis.

INTRODUCTION

Higher education plays a crucial role in developing students' potential; however, in practice, many students face challenges in the learning process, one of which is Academic Procrastination. Academic Procrastination is a common phenomenon among university students, characterized by the irrational and repetitive delay of academic task completion despite awareness of its negative consequences. Individuals who exhibit such behavior are referred to as procrastinators.

A procrastinator typically lacks strong motivation to complete required tasks and instead diverts attention to other activities unrelated to the primary task. Academic Procrastination can negatively affect academic performance, such as reducing task completion

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time, fostering poor study habits, decreasing learning motivation, lowering academic achievement, and even increasing the risk of dropping out. Although its negative impact is well documented, procrastination is often perceived as normal and does not receive serious attention from students.

Empirical studies show that approximately 70–90% of university students engage in academic procrastination. Previous studies have identified various internal factors, such as low self-confidence and poor time management, as well as external factors, including unsupportive environments and excessive academic demands. Other influencing factors include parental social support and Self-Regulated Learning. Self-Regulated Learning is considered a critical factor influencing Academic Procrastination.

Self-Regulated Learning is defined as a process in which students plan, monitor, and evaluate their own learning to achieve academic goals effectively. Students with strong Self-Regulated Learning skills tend to manage time effectively, prioritize tasks, and complete assignments on time without feeling overwhelmed. Effective Self-Regulated Learning can reduce procrastination tendencies and academic stress.

This study aims to examine the effect of Self-Regulated Learning on Academic Procrastination among Guidance and Counseling students at Jambi University, a population that has not been extensively studied in prior research. The study focuses not only on the relationship but also on the direct effect of Self-Regulated Learning on Academic Procrastination within the specific context of Guidance and Counseling education. The findings are expected to contribute both theoretically and practically to the development of effective learning strategies based on strengthening self-regulation to reduce academic procrastination.

METHOD

This study employed a quantitative method with an ex post facto approach. The population consisted of all Guidance and Counseling students at Jambi University from the 2021, 2022, and 2023 cohorts, totaling 327 students. A stratified random sampling technique was used to obtain a sample of 180 students. The research instruments were questionnaires. The Self-Regulated Learning questionnaire was developed based on Zimmerman's theory (1990) and consisted of 23 items covering four indicators: metacognition, motivation, cognitive strategies, and resource management. The Academic Procrastination questionnaire was based on Ferrari's theory (1995) and consisted of 15 items covering four indicators: delay in task completion, lateness in completing tasks, discrepancy between planning and actual performance, and engagement in more enjoyable alternative activities.Instrument validity and reliability testing indicated that the Cronbach's Alpha coefficient for Self-Regulated Learning

was 0.746 (>0.70) and for Academic Procrastination was 0.776 (>0.70), indicating that both instruments were reliable. Data analysis was conducted using simple regression analysis.

RESULTS

The normality test results indicated that the Asymp. Sig. value was 0.200 (> 0.05), suggesting that the data were normally distributed. Furthermore, the linearity test showed a linearity value of 0.000 (< 0.05) and a deviation from linearity value of 0.142 (> 0.05), indicating a linear relationship between Self-Regulated Learning (X) and Academic Procrastination (Y). Therefore, the assumptions of normality and linearity were satisfied, and the data were appropriate for analysis using parametric statistical techniques. The following section presents the results of the regression and correlation analyses between the two variables.

1. Regression Analysis of Self-Regulated Learning on Academic Procrastination

Table 1. Coefficient of Determination Test

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,576[a]	0,332	0,329	7,200
a. Predictors: (Constant), Self-Regulated Learning				
b. Dependent Variable: Prokrastinasi Akademik				

Based on the analysis of the Model Summary, the correlation coefficient (R) was 0.576, indicating a meaningful and significant relationship. Furthermore, the coefficient of determination (R^2) was 0.332, meaning that 33.2% of the variance in Academic Procrastination can be explained by Self-Regulated Learning. Therefore, it can be concluded that Self-Regulated Learning has a significant and moderately strong effect on Academic Procrastination among Guidance and Counseling students at Jambi University.

Table 2. Simple Regression Analysis Coefficients

Coefficients[a]				
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

			Std. Error	Beta		
		B				
1	(Constant)	90,934	5,311		17,121	0,000
	Self-Regulated Learning	-0,581	0,062	-0,576	-9,413	0,000
a. Dependent Variable: Prokrastinasi Akademik						

Based on the table above, the simple regression equation obtained is **Y = 90.934 − 0.581X**. This equation indicates that in the absence of the influence of the Self-Regulated Learning variable (X), the value of Academic Procrastination (Y) remains constant at **90.934**. When the influence is present, each one-point increase in Self-Regulated Learning leads to a decrease of 0.581 points in Academic Procrastination. Therefore, it can be concluded that Self-Regulated Learning has a significant negative effect on Academic Procrastination.

2. Correlation Analysis

Table 3. Correlation Test

SELF-REGULATED LEARING **(X)**				
Metakognisi	**-0,339**			
Motivasional		**-0,468**		
Strategi kognitif			**-0,439**	
Pengelolaan sumber daya				**-0,508**
	PROKRASTINASI AKADEMIK (Y)			

DISCUSSION

1. The Effect of Self-Regulated Learning on Academic Procrastination

Based on the research findings, Self-Regulated Learning has a significant effect on Academic Procrastination among Guidance and Counseling students at Jambi University. This indicates that the higher students' ability to regulate their learning, the lower their tendency to delay academic tasks. Students with strong Self-Regulated Learning skills are able to manage their time effectively, maintain self-motivation, and apply effective learning strategies, thereby avoiding procrastinatory behaviors (Widodo et al., 2023). Thus, Self-Regulated Learning plays an important role as a protective factor in reducing Academic Procrastination among students (Zaki, 2023).

Self-Regulated Learning accounts for 33.2% of the variance in Academic Procrastination among Guidance and Counseling students at Jambi University. This implies that 66.8% of academic procrastination behavior is influenced by other variables beyond Self-Regulated Learning. These findings suggest that although Self-Regulated Learning plays a crucial role, other internal and external factors also contribute to students' tendencies to engage in academic delay behaviors (Chusnul, 2020).

Furthermore, the results indicate that Self-Regulated Learning has a negative effect on Academic Procrastination among Guidance and Counseling students at Jambi University. This finding is consistent with previous studies showing that higher levels of Self-Regulated Learning are associated with lower levels of academic procrastination. Conversely, students with lower Self-Regulated Learning abilities tend to exhibit higher levels of procrastinatory behavior (Widodo et al., 2023).

Students with well-developed Self-Regulated Learning skills are better able to manage time and set priorities when completing academic tasks and other activities (Darmawan, 2019). Through these abilities, students can avoid procrastination by planning their learning activities, setting clear goals, and organizing tasks systematically (Putri & Rohma, 2021). Therefore, enhancing Self-Regulated Learning is a key strategy for reducing Academic Procrastination among Guidance and Counseling students at Jambi University.

2. Relationships between Each Indicator of Self-Regulated Learning and Academic Procrastination

Based on the correlation results presented in the table above, the correlation coefficient between Self-Regulated Learning and Academic Procrastination was −0.576. Academic Procrastination (Y) showed a low correlation with the metacognitive indicator (X1), with a coefficient of −0.339. Although this relationship falls within the

low category, it indicates that students possess the ability to plan, monitor, and evaluate their cognitive processes, enabling them to resist distractions and avoid shifting their focus to non-academic activities (Febriana et al., 2021). This finding suggests that metacognitive aspects contribute significantly to minimizing procrastination behavior, as students are able to recognize and manage their thoughts and learning strategies effectively (Fatmawati & Suharsono, 2021).

Meanwhile, Academic Procrastination (Y) exhibited a moderate correlation with the motivational indicator (X2), with a coefficient of −0.468. This indicates that students with strong internal motivation tend to complete tasks more promptly and are less likely to procrastinate (Marpaung et al., 2020). Motivated students possess intrinsic drives to achieve high academic performance (Nugroho et al., 2024, as cited in Suciani & Rozali, 2014). Therefore, high intrinsic motivation can suppress Academic Procrastination, as individuals demonstrate greater awareness and responsibility for their academic achievement without reliance on external encouragement (Dewi & Fatmawati, 2021).

Furthermore, Academic Procrastination (Y) also showed a moderate correlation with the cognitive strategies indicator (X3), with a coefficient of −0.439. This finding indicates that the use of effective cognitive strategies, such as deep comprehension and rehearsal techniques, can reduce procrastination tendencies by improving learning efficiency (Mubayrik, 2020). In addition, Academic Procrastination (Y) demonstrated a moderate correlation with the resource management indicator (X4), with a coefficient of −0.508. This suggests that students who are able to manage their time, learning environment, and social support effectively are less likely to delay task completion (Irwansyah, 2021).

Overall, these findings emphasize that Self-Regulated Learning is a crucial competency for students, as it enables them to regulate their learning processes, manage time effectively, and set priorities, thereby reducing or even preventing the occurrence of Academic Procrastination.

CONCLUSION

Based on the research findings and discussion presented above, it can be concluded that Self-Regulated Learning has a significant effect on Academic Procrastination among Guidance and Counseling students at Jambi University, accounting for 33.2%, which is interpreted as a moderately strong effect. In addition, each indicator of Academic Procrastination shows a negative correlation with each indicator of Self-Regulated Learning,

including metacognitive, motivational, cognitive strategy, and resource management indicators. The correlation between the two variables ranges from low to moderate levels.

RECOMMENDATIONS

Based on the results and discussion of this study, several recommendations are proposed as follows:

1. Students

   Students are encouraged to actively improve their Self-Regulated Learning skills, such as developing structured study schedules, managing time effectively, and conducting self-evaluations of their learning progress, in order to reduce the tendency to procrastinate on academic tasks.

2. Future Researchers

   Future researchers are recommended to further develop this line of research by employing experimental designs that use Self-Regulated Learning as a treatment or intervention to examine its effectiveness in reducing Academic Procrastination. In addition, incorporating other potentially influential variables is suggested to obtain a more comprehensive understanding of the factors affecting academic procrastination.

3. Guidance and Counseling Study Program

   The Guidance and Counseling Study Program is encouraged to support this process by providing structured programs, such as seminars, training sessions, or counseling services, that emphasize the importance of independent learning strategies, time management, and the development of intrinsic motivation.

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