

Self Regulated Learning, Academic Interest in Learning, and Academic Procrastination of Psychology Freshman

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Abstract

Students with self-regulated learning and low interest in learning often procrastinate their academic assignments. This study aimed to discover the effect of self-regulated learning and interest in learning on the procrastination of freshmen in the Psychology Department. The participants in this study were 110 students. The data analysis technique we employed is the multiple linear regression test. This study indicated that self-regulated learning and interest in learning concurrently affect the procrastination habit of freshmen in the Psychology Department. Notwithstanding, an unusually significant interest in learning affects the academic procrastination habit in freshmen.

Keywords: Interest learning; procrastination; self-regulated learning

1. INTRODUCTION

Students at the tertiary education level are profoundly demanded to progress fast academically. In achieving this fulfillment, students must complete assignments on time, take exams with sound results, and prepare themselves by studying or taking notes before the commence of discourse. However, in reality, some of them unnecessarily postpone their academic assignments due to laziness. One of the results is the behavior of procrastinating in doing lecture assignments. This sort of behavior is identified in the field of educational psychology as academic procrastination.

Based on Solomon and Rothblum's (1984) research, it is apprehended that the frequency of student academic procrastination reaches 50% to 90%. Several studies explained that academic procrastination is also carried out by students in Indonesia, including research by Premadyasari (2012), which observed that 48.5% of students at one of the North Sumatra tertiary institutions did academic procrastination. In addition, Mayasari's research (2010) asserted that 95% of students in a Surabayan university also prevailed into a similar problem.

We conducted a preliminary study on March 9, 2019, which interviewed students of the 2018-2019 class of the Psychology Study Program at X University, Depok area. It was affirmed that what made students carry out academic procrastination was the learning situation. Senior High School (SMA) or Vocational High School (SMK) and university learning manner are different. Some of the most influencing ones are the erratic contrast in lecture time, attendance rules, association with new friends, and low interest in learning because of too long task deadlines or unattractive courses. Hence, students often find more reason for procrastinating the assignments and prefer to sway away by doing fun things like playing with friends or playing games.

The difference in learning situations indicates a need for independence and discipline in learning, known as self-regulated learning. Zimmerman (2002) defined self-regulated learning as an ability to manage the learning process by controlling and achieving metacognition goals and active behavior in independent learning. Zain and Wahyuni (2015) then revealed a correlation between self-regulated learning and academic procrastination. Meanwhile, from Kurniawan's research (2017), it was identified that there is a relationship between interest in learning and academic procrastination.

Based on researchers' existing research and preliminary studies, we researched how self-regulated learning and interest in learning may affect academic procrastination in Psychology freshmen.

2. RESEARCH METHOD

This study involved active students at the University of X, Depok area, majoring in Psychology, and were in the first year (freshmen). Out of 110 participants, 53 were male, and 57 were female. They are between 17 and 23 years old.

The data used in this study were obtained through data collection methods in self-reports, which contained several statements that had to be answered by the participants following the three variables to be studied, namely self-regulated learning, interest in learning, and academic procrastination.

In this study, the scale of self-regulated learning uses Pintrich (1991) scale, namely the Motivated Strategies for Learning Questionnaire (MSLQ) scale. One example of an item at that scale is "I believe I can complete the task very well and neatly." The answer options provided range from 1-4, ranging from Very Fit to Very Unsuitable. The self-regulated learning scale consists of 49 items. After calculating the discriminatory power of items, 24 items were good, while 25 other items failed with reliability of 0.861.

The learning interest scale used in this study was adapted from Purnamasari's (2017) scale. One example of items on this scale, namely "I am passionate about doing the assignments for each subject in my department." The answer options on this scale range from 1-4, ranging from Always to Never. Based on the calculation of the discriminating power of the items, there were ten good items, while three other items were declared invalid with reliability of 0.804.

The academic procrastination scale used is an adaptation of the academic procrastination scale developed by McCloskey and Scielzo (2015). One item on this scale is "I tend to put things off to do the next day." The answer choices span 1-4, ranging from Very Fit to Very Unsuitable. This academic procrastination scale consists of 25 items. Calculation of the item's discriminating power showed that 19 good items were obtained, while the other six items failed with the reliability of 0.865.

The data analysis technique used in this study is multiple regression analysis. Multiple regression analysis was employed to see the effect of variables X1 and X2 on variable Y. In other words, we observed the effect of self-regulated learning as variable X1 and interest in learning as variable X2 on academic procrastination as variable Y. Data analysis was performed using Program assistance for Statistical Packages for Social Science (SPSS) for Windows Release 23.0

3. RESULT AND DISCUSSION

Result

Based on the analysis, the data used in his study are normally distributed with a significance value of 0.772 ($p > 0.05$) for self-regulated learning. Furthermore, for interest in learning, a significance value of 0.093 ($p > 0.05$) was obtained, and a significance value of 0.487 ($p > 0.05$) for academic procrastination. The result explained that the three variables have a linear correlation.

Table 1. Summary of regression test results for self-regulated learning and interest in learning on academic procrastination

R	Square	F	Significance
0.398a	0.159	10,091	0.000

a. Predictors: (Constant), Self-regulated learning, Interest in Learning

Based on the table above, we found that the F value of 10.091 with a significance of 0.000 ($p < 0.05$) explains that self-regulated learning and interest in learning simultaneously affect academic procrastination. Meanwhile, the relationship between self-regulated learning and interest in learning towards academic procrastination is not too strong, with an R-value of 0.398. The contribution of self-regulated learning and interest in learning to academic procrastination was 15.9% (R-square), and the remaining 84.1% was due to other factors not examined in this study.

Table 2. Regression Coefficients between Variables

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	β		
1 (Constant)	69,435	6,712		10,344	0.000
<i>Self regulated learning</i>	0.177	0.118	0.178	1,501	0.136
Interest to learn	-1,015	0.244	-0.493	-4,166	0.000

a. Dependent Variable: Academic procrastination

The table above designates that the significance value of self-regulated learning is 0.136 ($p > 0.05$), indicating that self-regulated learning has no significant effect on academic procrastination. In addition, the significance value of the interest in learning of 0.000 ($p < 0.05$) indicates that interest in learning has a very significant effect on academic procrastination in a negative or inversely proportional direction. It is indicated by the regression coefficient value of -4,166. That is, the higher the interest in learning, the lower the academic procrastination and vice versa. Therefore, interest in learning has the most significant influence on academic procrastination compared to self-regulated learning.

Discussion

Based on the analysis results, self-regulated learning and interest in learning are apparent in academic procrastination. As for self-regulated learning and interest in academic procrastination, it is not too strong, with a value of 0.398. Meanwhile, self-regulated learning and interest in learning contributed 15.9% to academic procrastination, and the remaining 84.1% were caused by other factors not examined in this

study.

The results of the analysis explicated that self-regulated learning has no significant effect on academic procrastination. This outcome is possible because other factors are more dominant, such as interest in learning. In this study, the analysis results also explained that interest in learning has a significant effect on academic procrastination, which is inversely related.

The higher the interest in learning, the lower the level of academic procrastination in students. Fauziah (2015) supported this result by explaining that their lack of interest in certain subjects can influence students to ignore or delay doing assignments. Her stance is in line with Hamalik's opinion (in Annisa, 2019), emphasizing that interest in learning will encourage someone to pay more attention to this object.

The factor which is also possible as the cause of the absence of a significant effect of self-regulated learning on academic procrastination in this study is another internal factor. Internal factors are factors that come from individuals who play a role in shaping academic procrastination. One of the internal factors that have a very significant influence on academic procrastination is self-efficacy. A piece of evidence showed by Zajacova et al. (2005) demonstrated that the role of self-efficacy is very significant in achieving academic success and reducing student academic procrastination behavior. As a matter of those studies, it was understandable that students with high self-efficacy will have better self-regulating skills so that the level of academic procrastination is lower.

Apart from internal factors, academic procrastination is also shaped by external factors. This condition is in accordance with Fauziah's (2015) research, which shows a higher contribution of external factors in influencing academic procrastination than internal factors. Some of these external factors include the difficulty level of the task, the deadline for submitting assignments, the facilities available to do the assignment, and student involvement in organizational activities, peers, and family.

4. CONCLUSION AND SUGGESTION

This study reveals that self-regulated learning and learning interest may affect academic procrastination. However, in this case, interest in learning has a more significant effect on academic procrastination negatively or inversely proportional. Additionally, the higher the student's interest in learning, the lower the academic procrastination.

There are several suggestions from researchers related to the results of this study. It was expected that future work should minimize the existence of social desirability in data retrieval. Based on the analysis results, there are still factors that have not been revealed, so this research can be continued with the consideration of other internal factors and external factors that affect academic procrastination.

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