

SELF-REGULATED LEARNING STRATEGIES IN THE SUBJECT OF AKIDAH AKHLAK TO REDUCE ACADEMIC PROCRASTINATION

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Abstract

This study aims to explore strategic self-regulated learning in Akidah Akhlak learning to reduce academic procrastination among students. Academic procrastination is a significant problem faced by many students, which can have a negative impact on learning achievement and psychological health. Data shows that around 50% of college students experience procrastination in completing academic tasks, often caused by factors of perceived ability and emotional distress. This research involved students at Aisyiyah Unggulan Junior High School in Bantul, Yogyakarta, using qualitative methods and data collection techniques through observation, interviews, and documentation. The results showed that Akidah Akhlak learning plays an important role in instilling the values of discipline and responsibility, as well as teaching effective self-management strategies. Despite the progress, some students still have difficulties in implementing those values in daily practice, which emphasizes the need for a more systematic approach in education. This study recommends better integration between self-regulated learning strategies and the Akidah Akhlak curriculum to help students manage their academic tasks and reduce the level of procrastination.

Keywords: Akidah Akhlak, Academic Procrastination, Self-Regulated Learning.

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi strategis *self-regulated learning* dalam pembelajaran Akidah Akhlak untuk mengurangi prokrastinasi akademik di kalangan siswa. Prokrastinasi akademik merupakan masalah signifikan yang dihadapi oleh banyak siswa, yang dapat berdampak negatif pada prestasi belajar dan kesehatan psikologis. Data menunjukkan bahwa sekitar 50% mahasiswa mengalami penundaan dalam menyelesaikan tugas akademik, sering kali disebabkan oleh faktor persepsi kemampuan dan tekanan emosional. Penelitian ini melibatkan siswa di SMP Unggulan Aisyiyah Bantul, Yogyakarta, dengan menggunakan metode kualitatif dan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa pembelajaran Akidah Akhlak berperan penting dalam menanamkan nilai-nilai disiplin dan tanggung jawab, serta mengajarkan strategi pengelolaan diri yang efektif. Meskipun ada kemajuan, beberapa siswa masih mengalami kesulitan dalam mengimplementasikan nilai-nilai tersebut dalam praktik.

sehari-hari, yang menekankan perlunya pendekatan yang lebih sistematis dalam pendidikan. Penelitian ini merekomendasikan integrasi yang lebih baik antara strategi *self-regulated learning* dan kurikulum Akidah Akhlak untuk membantu siswa mengelola tugas akademik mereka dan mengurangi tingkat prokrastinasi.

Kata Kunci: Akidah Akhlak, Prokrastinasi Akademik, *Self-Regulated Learning*.

INTRODUCTION

Academic procrastination is a global phenomenon characterized by procrastination of academic tasks or work, which can have a negative impact on students' learning achievement and psychological well-being. Research shows that procrastination can lead to stress, anxiety and reduced academic performance. For example, one study found that around 50% of university students consistently procrastinate their academic tasks, which negatively impacts their learning outcomes and well-being (Reswita, 2019a).

In Indonesia, academic procrastination is also a significant problem. Many students experience academic procrastination, according to Solomon and Rothblum, (1984) is a conscious effort made by someone in terms of delaying work, especially in academic matters. Usually someone does it on the grounds of carrying out other reasons that are more enjoyable and mostly unimportant, even without a purpose. So that this clearly has a negative effect on a person, namely the loss of time. This can be seen and measured based on certain characteristics (Kusumawide et al., 2019). There is even research showing that academic procrastination can hinder students' educational achievement and personal development.

A common occurrence has happened to students today. Most students are less able to utilize time well, even they often buy time by filling it with things that are less useful, so this time will be wasted. Based on research, it is said that most students today spend a lot of time with entertainment affairs traveling to malls or plazas, watching television, playing games until late at night and causing students today to stay up late. This greatly affects students in their laziness to do assignments (procrastination) (Kusumawide et al., 2019).

Given that Law No. 20/2003 on the Education System has formulated the concept of education which aims to direct Indonesian students to become human beings with faith and noble character (Nurjannah & Karolina, 2020). So the learning of akidah akhlak has an important role in shaping the character and morals of students. This subject not only teaches religious values, but also emphasizes the importance of good behavior, discipline, and responsibility. Through the learning of moral creed, students are taught to understand and apply moral values in daily life, which can help them in managing their academic tasks and responsibilities better (Bogi et al., 2024).

In addition, learning akidah akhlak can teach self-regulated learning strategies to students (Teng & Zhang, 2016) Self-regulated learning is an activity

where students go through a constructive process that is able to frame goals in the learning process, they also try to monitor, give rules to themselves or regulate, control cognition, and motivate themselves so that students can be embedded that they must be a person who develops in the present. So that more stable self-control will be formed and able to reduce academic procrastination. Effective moral creed learning can foster an attitude of discipline and responsibility, which are important components in self-regulated learning.

However, many students still experience academic procrastination even though they have learned moral creed. This shows that a more effective approach is needed in integrating self-regulated learning strategies into moral creed learning. Thus, students can better understand and apply these strategies in their academic lives, which in turn can reduce the level of procrastination (Muti'ah, 2013a).

The role of learning akidah akhlak in reducing academic procrastination lies in its ability to instill values of discipline, responsibility, and self-management (Sarajar, 2016a). By teaching students to organize and direct their own learning process, learning akidah akhlak can help students develop the skills needed to avoid procrastination and improve their academic performance.

This study aims to explore self-regulated learning strategies in learning moral creed to reduce academic procrastination. In contrast to previous studies that focus more on the role of moral creed learning in shaping character in general, this study will focus on how self-regulated learning strategies can be integrated into moral creed learning to specifically reduce academic procrastination. Thus, it is hoped that a more effective approach can be found in overcoming academic procrastination through moral creed learning.

METHOD

This research uses the type of field research. Data collection techniques in the form of observation, interviews, and documentation and when viewed from the type of research type, this research is based on descriptive-qualitative research (Sanjaya, 2015). This is also added to theoretical data through literature studies, so the data sources related to this research come from documents, such as books, journals, manuscripts, laws and other similar types.

Information obtained from relevant literature will explain how the concept will be discussed. In addition, literature studies can improve theoretical concepts and information about scientific works and similar research. Various information obtained from different literatures can be used as a literature study on self-regulated learning strategies in moral creed subjects to reduce students' academic procrastination. as the latest source. It is also able to provide different views and updates from several similar articles written by different previous authors.

The research location is at Aisyiyah Superior Junior High School in Bantul, Yogyakarta with 25 student informants, there are 3 students with the results of interviews and 1 educator who teaches Akidah Akhlak or ISMUBA lessons. Data

processing is based on observations of classroom conditions, interviews, and added with theoretical references through literature studies.

RESULTS AND DISCUSSION

Application of Self-Regulated Learning in Akidah Akhlak Subjects

Self-regulation in English is self-regulation. Self means self and regulation is managed. Pintrick & Groot (1990) gave the term self-regulated in learning with the term SRL. The concept of self-regulation was first proposed by Bandura in the setting of social learning theory. According to Zimmerman, B. J. (2002). Self-regulation in the learning process is not a mental ability or a skill in academics, but managing the individual's own learning process through setting and achieving goals by referring to metacognition and active behavior in independent learning (Subandi, 2010a, p. 15).

Self-regulated learning consists of metacognition, motivation, and planned actions that are cyclically adapted to achieve personal goals Zimmerman, B. J., & Pons, M. M. (1990) Where metacognition is awareness and knowledge of thinking knowledge, which refers to students' awareness of what is known and how to achieve individual goals (Savira & Suharsono, 2013a).

In addition, motivation in the context of SRL is self-motivation, which is motivation that comes from oneself towards their capacity to learn (Sunawan, 2005). The behavioral aspect also relates to individual efforts to self-regulate, select, and utilize and create an environment that supports learning activities such as listening to lessons from educators, taking notes, concentrating, and others. However, Thoresen and Mahoney explained that SRL is influenced by several things, namely personal (person), behavioral, and environmental factors (Zimmerman, 1990a, p. 3).

According to Bandura (1997), there are several aspects of self-regulated learning. Among them are self-motivation (goal setting and self-efficacy), using learning strategies (task strategies), effort regulation (time-management), self-monitoring comprehension, using environment successfully (choosing optimal physical locations), selective help-seeking. In general, self-regulation involves cognitive processes including, planning, monitoring, research, and reinforcement (Dinata et al., 2016a). Here's the explanation:

Planning

The process of setting a goal to be achieved. It also involves developing strategies, identifying challenges/difficulties to be faced. Strategy setting can be carried out by analyzing the task, examining and determining the resources that can be used to help achieve the goal, and determining the target or desired end result. (Pransisca & Gazali, 2022). Based on the results of interviews on this aspect, students explained how the lesson of moral creed teaches as follows.

“Biasanya ustadzah S sebelum pelajaran selalu menanyakan materi di pertemuan sebelumnya, dengan kertas kecil semacam notes kemudian diminta untuk menuliskan kesulitan apa yang kita rasakan dimateri sebelumnya, lalu ustadzah S mencoba untuk mengambil acak dan menjelaskan ulang. Setidaknya kita tau kesulitan apa yang kita rasakan.”

The above is the result of interviews with students (NZ and SL). In line with the Planning aspect in self-regulated where students know the goals to be achieved. In this case students are expected to be able to develop their strategies in learning, identify events in the form of challenges or difficulties they face. This can be done in several ways, such as students can analyze the tasks they have, examine and determine which materials or sources can be used to help them achieve their desired goals, so that the targets they make will also be achieved.

However, there are students who do not go through this strategy, then they will work on tasks in an unorganized or organized manner. At will in doing the task this will lead to task procrastination behavior (academic procrastination). In accordance with the writing of Wolters (2003) which says that if there is someone who has a clear goal, it will avoid academic procrastination behavior and affect intrinsic motivation (motivation that arises from within) (Nugroho, 2017).

So this needs the help of educators in implementing the planning process. In learning Akidah Akhlak, previously the teaching educator has planned what the achievements of learning Akidah Akhlak itself are. Starting from the preparation of learning tools so that the tools practiced in the learning process have been prepared.

In addition, educators have thought about learning methods that will be applied pleasantly, so that in addition to students being able to achieve the goals of learning moral creed, students can also enjoy the learning process. For example, in the learning process educators use drawing paper, so that students can understand and classify related material in real terms. (Mustakim, 2015a; Saman, 2017a). So, this can be a hope to minimize procrastination in procrastination due to the fun learning factor.

Monitoring

Supervision or monitoring involves the ability to make observations and measure the progress that has been achieved. This is intended so that the individual concerned can identify what things still need improvement and change efforts in order to achieve the previously set goals. (Subandi, 2010b). Based on the results of interviews on this aspect, students explained how the lesson of moral creed teaches as follows.

“Kita menyetujui bahwa ustadzah S selalu mengatakan jika penilaian pelajaran akidah akhlak itu tidak hanya berdasarkan angka kita mengerjakan soal, tetapi tingkah laku kita sehari-hari ustadzah S selalu memantau, dan teman kita ada yang pernah berbuat nakal atau mengabaikan tugas, sehingga dipanggil di bimbingan konseling bersama dengan ustadzah S, jadi kita

biasanya selalu sharing ada tugas apa supaya tidak tertinggal dan lebih disiplin."

The supervision factor which involves the ability to make observations and measure the progress that has been achieved. This is intended so that the student concerned can identify what things still need improvement and change efforts in order to achieve the previously set goals. All of these things can streamline their work so that students no longer do other things outside the context of working on tasks that can hinder the completion of their tasks (Zimmerman, 1990b). Therefore, students who implement this strategy will be able to work on their assignments with enough time so that they will avoid academic procrastination, which is wasting their time doing something other than their assignments.

Learning moral creed not only requires students to understand the material, but it would be better to be able to apply it in everyday life. This is where the task of an educator who is not only the teacher of the subject of moral creed must oversee the behavior of students (Dinata et al., 2016b). But the entire school community is responsible for the behavior of students. Educators' assessments are not only taken based on written assignments, but student behavior in accustoming moral creed material in everyday life. This becomes a supervision for educators so that students remain orderly in carrying out or doing assignments. (Savira & Suharsono, 2013b). The data is supported by the results of interviews with educators (S) as follows.

"Saya tidak segan untuk selalu mengingatkan siswa bahwa hal penting dari pelajaran Aqidah akhlak adalah penerapan dalam kehidupan sehari-hari. Maka tugas dan ujian sekolah atau ulangan harian merupakan bentuk tanggung jawab dan ikhtiar mereka dalam menjalankan nilai akhlak yang telah kami ajarkan. Masih banyak siswa yang perlu diingatkan tetapi alhamdulillah beberapa siswa telah memahami arti dari self-regulated tersebut."

Evaluating

The process of self-regulation concerning the results of the performance that has been carried out. How much has been achieved, the effectiveness of the performance and whether or not the strategy is appropriate. If a change in strategy is needed, then at this stage it is time to change the self-regulation strategy. Based on the results of interviews on this aspect, students explained how the lesson of moral creed teaches as follows.

"Meskipun ustadzah S selalu menyampaikan bahwa pelajaran Aqidah Akhlak adalah sesuatu yang dilihat dari tingkah laku kita, sekolah tetap memberikan KKM nilai yang artinya kita harus terus giat belajar supaya dalam mengerjakan semua soal ujian termasuk pelajaran Aqidah Akhlak ini bisa maksimal."

As one of the students (NH) stated that learning is a form of necessity where students can later reflect on themselves based on the results of the scores that come out. Reinforcement can be done by reflecting and recognizing success. Students will monitor whether they have carried out the plan or not (performance). Students can also see how far the results of the tasks that have been done.

Good planning which is then balanced with the ability to implement and evaluate appropriate strategies will make students able to reduce mistakes made in using time so that the usual procrastination behavior will decrease (Saputri & Ilyas, 2020). These various aspects influence students to carry out self-regulated learning strategies to reduce procrastination habits that have been done so far.

After students are able to understand the moral creed material, educators have the right to evaluate what they have done. Will students have achieved the objectives of the learning by being able to apply it in everyday life. Or students have not been able to apply it in everyday life which means students are considered not to understand the material as a whole (Faujiah et al., 2018). This will be evaluated and repeated by the teacher.

Reinforcing

Reinforcement is usually done by reflecting and recognizing successes, including awards that are worth getting. Success achieved through certain strategies in self-regulation needs to get reinforcement (reward). This cognitive process is precisely what will be one of the bases for the preparation of the self-regulated learning model in this research study. Based on the results of interviews on this aspect, educators explain how the lesson of moral creed teaches as follows.

“Kebanyakan siswa telah menanamkan pemahaman bahwa mengikuti ujian cukup satu kali saja yang artinya mereka tidak mau mengulang waktu dan usaha mereka dua kali jika mengalami remedial. Maka hal tersebut menjadi strategi siswa dalam memotivasi diri sehingga mereka memiliki tekad yang kuat untuk mendapatkan nilai yang bagus. Namun beberapa siswa juga ada yang kurang mempedulikan hal tersebut sehingga mereka akan menerima keadaan apabila remedial.”

Students who carry out time use management strategies will try to commit to keeping the goals and plans that have been made. Students will estimate the time they need to do the task. When the time comes to do the task, he will stick to it (Alfina, 2014). As for students who do not carry out this strategy, it will take longer to do the task because their estimate of the time needed to do the task is wrong. He will also be easily distracted to do other things so that he cannot keep his goals and plans, which takes longer than the time needed in general and doing other things is a characteristic of academic procrastination.

Strengthening character is the most important thing in human life, as well as the application of moral creed material that students have learned at school. Reinforcement of related material can be said to be successful if students can apply

it in their lives. So that this can instill the character of students who are morally good. For example, as in the material of adab eating and drinking, the school participates in its implementation, namely making it set as a rule, so if you find students who violate it, you will get punishment. This is not only educators as reminders but peers also play a role, so the school environment will be together in inviting goodness.

Academic Procrastination in the Learning Process

Procrastination is the tendency to delay or completely avoid responsibilities, decisions, or tasks that need to be done. Globally, the meaning of procrastination is a person's tendency to delay starting or completing a task. This behavior is carried out consciously, so it fails to motivate oneself in carrying out the task within the time period that should be expected (Reswita, 2019b).

According to Surijah and Tjundjing (2007), the aspects of academic procrastination consist of 4 things, namely; (1) Perceived time, which is the tendency of a procrastinator to fail to meet deadlines. (2) Intention-action gap, is the gap between desire and behavior. (3) Emotional distress, is one of the visible aspects of feeling anxious when procrastinating. (4) Perceived ability, is a belief in one's own ability. One's doubts about one's ability will cause one to procrastinate (Mustakim, 2015b).

Based on the survey results at SMP Unggulan Aisyiyah Bantul in 4 aspects of academic procrastination based on the classification of the results of brief interviews with 25 students as follows.

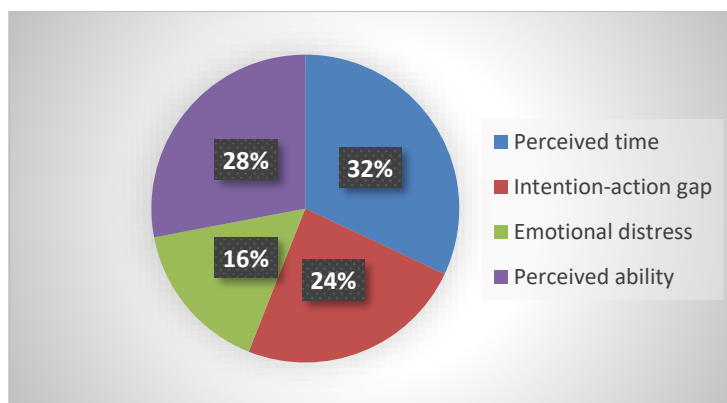


Figure 1. Percentage of Academic Procrastination Based on Interviews

Of the 25 students interviewed, 32% (8 students) postponed assignments because they felt they had enough time (perceived time), while 24% (6 students) experienced an intention-action gap. A total of 28% (7 students) procrastinated because of perceived ability, and 16% (4 students) experienced emotional distress. This data shows that the main factor of academic procrastination is the perception of available time, while emotional distress is the factor with the lowest percentage.

According to Ferrari et al. (1995), academic procrastination is characterized by several indicators, namely: (1) delaying starting or completing tasks despite

realizing their importance; (2) delays in doing tasks due to taking too long to prepare or doing unnecessary things; (3) gaps between plans and implementation, so that they often exceed the specified time limit; and (4) preferring other more enjoyable activities, such as reading, watching, or chatting, rather than doing tasks (Saman, 2017b).

This finding is in line with research (Purba et al., 2024) which shows that internal factors, such as individual physical and psychological conditions, play a significant role in academic procrastination behavior. The study found that individual physical condition is the dominant factor affecting academic procrastination, with 62.5% of students stating a moderate contribution and 22.5% a high contribution.

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This procrastination behavior is not expected to occur in the academic world, because this action can have consequences in the form of paralyzing academic progress (Burka and Yuen, 2008). In addition, procrastinators tend to get low academic grades and average poor health conditions. In general, procrastination can reduce the quality of life of procrastinators (Ilyas & Suryadi, 2017).

Self-Regulated Learning to Reduce the Level of Academic Procrastination

One of the factors that influence academic procrastination is self-regulated learning. This is supported by the results of research conducted by Wolters (2003) which showed that there is a relationship between academic procrastination and several important components of self-regulated learning. One of the components is cognitive which can be used by individuals to control cognition in the learning process (Sarajar, 2016b).

La Forge (2008) states that procrastination can occur if there is a lack of ability or inability of individuals to learn based on self-regulation. This is also supported by Howell and Watson (2007) and Wolters (2003) who found that procrastination occurs due to low and lack of ability to learn based on self-regulation and not having enough time to study (Muti'ah, 2013b).

The ability to perform self-regulation is also an important factor that affects the emergence of procrastination behavior in students. Individuals who have low self-regulation tend to procrastinate. Based on this, it shows that low self-regulated learning ability is the cause of academic procrastination. Zimmerman (1989) emphasizes that in order to be considered a self-regulated learner, a person's learning process must involve the use of specific strategies to achieve their learning goals (Saraswati, 2017).

Then it is one of the strategies of ISMUBA teachers, especially educators of moral creed subjects at Aisyiyah Bantul Superior Junior High School who have

implemented 4 aspects of self-regulated learning stages as a form of effort to reduce the level of student procrastination at school, a brief explanation is as follows.

Planning, the teacher asks students about their understanding of the material they have learned so that they can identify shortcomings in the learning process. Monitoring, teachers observe students' behavior in the classroom and in the surrounding environment to assess their responsibility and discipline. Evaluating, students understand that the existence of Minimum Completion Criteria (KKM) standards is a motivation for them to continue trying to achieve optimal learning outcomes. Reinforcing, students realize that time and effort are closely related, so they try not to repeat the same mistakes. In addition, this is also an evaluation material for teachers in guiding students who are still having difficulty in learning.

CONCLUSION

The conclusions of this study can be summarized in three main points. First, academic procrastination is an increasingly widespread phenomenon among students, especially in Indonesia, where many students tend to postpone academic tasks in favor of more enjoyable but unproductive activities. This results in a negative impact on students' learning achievement and psychological well-being, as indicated by data noting that around 50% of university students experience consistent procrastination. Secondly, Akidah Akhlak learning plays an important role in teaching the values of discipline, responsibility, and self-management, which are key elements in self-regulated learning strategies. By applying this approach, students learn to manage their time and academic responsibilities, which is expected to reduce the habit of procrastination. Third, this study shows that integrating self-regulated learning strategies in Akidah Akhlak learning is very important and needs to be supported by more effective approaches to improve students' understanding, so that they are able to apply these values in their daily lives and avoid procrastination in completing academic tasks.

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