

## ABSTRAK

Dalam proses belajar tidak jarang timbul keengganan belajar pada remaja yang mengakibatkan tugas-tugas sekolah terbengkalai dan kurang persiapan dalam menghadapi ujian. Prokrastinasi akademik merupakan perilaku menunda pelaksanaan dan penyelesaian tugas yang dilakukan secara terus menerus baik itu penundaan jangka pendek, penundaan beberapa saat sebelum *deadline* ataupun penundaan jangka panjang sampai melewati *deadline* yang ditetapkan, sehingga mengganggu kinerja.

Penelitian ini bertujuan untuk mengetahui: (1) hubungan *self-efficacy* dengan prokrastinasi akademik; (2) hubungan *self-regulated learning* dengan prokrastinasi akademik; (3) hubungan antara *self-efficacy* dan *self-regulated learning* dengan prokrastinasi akademik. Penelitian dilakukan pada siswa SMA Negeri 9 Medan. Subjek penelitian adalah siswa SMA yang melakukan prokrastinasi akademik yang diperoleh melalui proses *screening* sebanyak 108 siswa. Teknik pengumpulan data dengan menggunakan kuesioner. Metode penelitian bersifat deskriptif korelasional. Analisis data menggunakan uji regresi ganda dengan hasil: (1) ada hubungan negatif antara *self-efficacy* dengan prokrastinasi akademik dengan  $r = -0,374$  dengan nilai  $p = 0,00$ ; (2) ada hubungan negatif antara *self-regulated learning* dengan prokrastinasi akademik dengan  $r = -0,430$  dengan nilai  $p=0,00$ ; (3) ada hubungan antara *self-efficacy* dan *self-regulated learning* dengan prokrastinasi akademik dengan  $r = 0,521$ ; (4) Sumbangan efektif variabel *self-efficacy* terhadap prokrastinasi akademik siswa SMA sebesar 14,0%; (5) Sumbangan efektif variabel *self-regulated learning* terhadap prokrastinasi akademik siswa SMA sebesar 18,5%; (6) Sumbangan efektif variabel *self-efficacy* dan *self-regulated learning* sebesar 27,2%.

Kata Kunci: prokrastinasi akademik, *self-efficacy*, *self-regulated learning*

## **ABSTRACT**

*In the learning process often arise aversion learning in adolescents resulting tasks abandoned school tasks and lack preparation for exam. Academic procrastination behavior is tendency to delay the execution and completion of tasks that are performed continuously both the short-term delay, delay some time before the deadline or delay the long-term until past the deadline set, thus disturbing the performance.*

*This study aimed to determine: (1) the relationship between self-efficacy with academic procrastination; (2) the relationship between self-regulated learning with academic procrastination; and (3) the relationship between self-efficacy and self-regulated learning with academic procrastination. This research was conducted on students of SMAN 9 Medan. The subjects were students of SMAN 9 Medan who perform academic procrastination, obtained through a screening process as much as 108 students. Data collection techniques by using the scale. This research using descriptive correlational research methods. Data analysis using multiple regression test with results: (1) there is negative relationship between self-efficacy with academic procrastination where the correlation of  $r = -0,374$  and  $p = 0,00$ ; (2) there is negative relationship between self-regulated learning with academic procrastination where the correlation of  $r = -0,430$  and  $p = 0,00$ ; (3) there is relationship between self-efficacy and self-regulated learning with academic procrastination where the correlation of  $r = 0,521$ ; (4) the effective contribution of the variable self-efficacy with academic procrastination by 14,0 %; (5) the effective contribution of the variable self-regulated learning with academic procrastination by 18,5%; (6) the effective contribution of the variable self-efficacy and self-regulated learning against the academic procrastination are obtained of 27,2%.*

*Keywords: Academic Procrastination, Self-efficacy, Self-regulated Learning*