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The Relationship between Academic Procrastination, Self-Regulated Learning and Learning Motivation

Amelia Dhamara Sofyati Halmahera [1*)], Eko Darminto[2]
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Universitas Negeri Surabaya
*Corresponding author, e-mail: adiheryadi16@gmail.com

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Abstract: The research objective is to determined the relationship between academic procrastination with self-regulated learning and learning motivation in high school students. The research was carried out through a quantitative approach with a correlation design. The populations of this study were students of class XI at Senior High School Bojonegoro. The research sample used was class XI students at Senior High School 1 Kedungadem, Senior High School 1 Kepohbaru and Senior High School 1 Sugihwaras as many as 257 students taken through simple random sampling technique. Research data were collected through self-report techniques with academic procrastination scale, self-regulated learning scale and learning motivation scale. The three scales have been tested for validity and respectively have reliability coefficients of 0.917, 0.865, and 0.951. Data analysis was carried out through statistical methods using multiple correlation formulas. The results of analysis prove that there is a significant relationship between academic procrastination with self-regulated learning and learning motivation with a significance score. The results of this study can be used by guidance and counseling teachers as study material to deal with academic procrastination problems that occur among students.

Keywords: Academic Procrastination, Self-Regulated, Learning Motivation.

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Introduction

Along with the Covid-19 pandemic, there has been an increase in academic procrastination among students, especially at the upper secondary or high school level. Many findings have shown an increase in procrastination among high school students. Research conducted by Aklima et al. (2020) showed as many as 80% of students at SMAN 1 Muara Batu were late in submitting assignments during online learning. Then the research conducted by Gracelyta & Harlina (2021) also showed that as many as 63.3% of the students of SMAN 1 Martapura delayed academic tasks. Similar problems were also found in several high school students in the city of Bojonegoro. The results of observations on 80 high school students in the city

of Bojonegoro, it was found that 19% of students had level of procrastination, 71% of students were in the moderate category, and 10% in the low category.

Academic procrastination among students is one of the problems that need to be solved because academic procrastination causes laziness to learn and has the potential to hinder self-actualization. Handoyo et al. (2020) states that academic procrastination can lead to various problematic behaviors such as lazy to study, difficult to make decisions, experiencing dependence, fear of failure, not daring to take risks, hate assignments, are not assertive, and against the rules. These bad habits can cause academic problems, namely neglected school assignments and incomplete completion of tasks, so that in a long time it can cause students' failure to achieve success (Nafeesa, 2018) . This is in accordance with Knaus' opinion if academic procrastination can affect academic and personal success in students (Shafei, 2017) . Academic procrastination arises because of a combination of self-efficacy and self-regulation that is at a low level, as a result, if it is carried out for a long period of time, it will affect academic performance which can reduce learning outcomes. (Rustam & Wahyuni, 2020) . This opinion is in line with the results of Alfiar's research (2020) that academic procrastination has a negative and significant relationship with learning outcomes of -0.154. This means that the lower the intensity of academic procrastination will make learning outcomes higher, and vice versa, the higher the intensity of academic procrastination will make the learning outcomes obtained lower.

Academic procrastination behavior also has an impact on the physical and mental health of the perpetrators. This is supported by the statement of Sirois (2016) that academic procrastination behavior affects an individual's physical health, specific types of procrastination have a direct impact on stress related to procrastination as well as short-term health problems (eg, headaches, insomnia, digestive problems, etc.), while the indirect effect is a common pattern of poor health behavior and long-term health effects that have the potential to develop chronic disease and health problems. Sirois' statement is also in line with the findings of Triyono & Khairi (2018) academic procrastination causes mental impacts in the form of stress and anxiety which if not managed properly will have a negative impact on student performance, especially in completing academic tasks at school.

Procratination is a psychological term that involves voluntarily or habitually delaying activities that will have an impact on unpleasant things in the future, it is characterized by gains that occur for a short period of time and losses in the long term (Unda-López et al. , 2022) . Tuckman (1991) defines procrastination as a person's tendency to delay or avoid tasks due to a lack of self-regulation ability in dealing with a task or work (Arifin, 2019) . Ferrari et al. (1995) defines procrastination as an attitude of delay in doing or completing work when faced with academic tasks (Abdini, 2021) . Steel and Klingsieck define procrastination as a behavior that delays work which results in bad results for the perpetrator, such as not optimal work results and triggering stress because the deadline for collection will be getting closer (Ni'matuzahroh, 2019) . From the explanation above, it can be interpreted that academic procrastination is a habit of delaying or avoiding academic assignments consciously due to a lack of self-regulation in carrying out a task so that it fails to achieve its goals.

Based on the above study, it is known that academic procrastination has a very bad impact on the present and in the future, so it is important to research it as an effort to prevent a greater impact on the lives of students, because if this problem continues, it will the future character of the nation is very bad. This is the responsibility of education and teachers in schools, especially counseling guidance teachers. According to Dirgantoro (2016) that through education, bad problems in the future which will be more complex can be prevented. Counseling guidance teachers also have an important role in preventing problems from becoming more serious by providing counseling service programs that are both preventive and alleviating (Nasution & Abdillah, 2019) . Problems related to academic procrastination can be reduced in several ways, one of which is by knowing the various factors that influence the emergence of academic procrastination behavior, so it is important for several parties to conduct research to uncover the triggering factors of academic procrastination behavior.

Several opinions, theories, and results of previous research have confirmed a number of factors that influence procrastination behavior. Ferrari et al. (1995) states that academic procrastination can be influenced by intrinsic and extrinsic factors. Intrinsic influences include physical states such as fatigue and psychological states such as self-regulation, anxiety, and motivation. Meanwhile, extrinsic influences consist of environmental influences and parenting styles (Ghufron & Rini Risnawita, 2017) . According to the psychoanalytic theory of procrastination behavior caused by anxiety, procrastination is done to reduce

anxiety (Goroshit, 2018) . According to Steel & König (2006) In temporal motivation theory, procrastination can occur if a person has low motivation, it is caused by unclear task goals, lack of rewards, and deadlines. According to Ainslie in behavioral behavior theory, procrastination can occur because of the reinforcement given to this behavior, such as giving rewards or punishments. Bandura also revealed that procrastination behavior occurs because individuals have low levels of self-efficacy and self-regulation. (Ainslie, 1975; Bandura, 1986 in Söyleyen, NM, Aksu, M., & I G, 2019) . The results of research conducted by Nafeesa (2018) found several factors that influence academic procrastination, namely failure to manage time , physical condition, personality, type of task or work, attitudes and beliefs, psychological state, anxiety , social environment support, parenting in people. old age, disputes with other people , and the environment.

Other factors that are mentioned in the theory but have not been studied much in relation to academic procrastination among students are self-regulated learning and learning motivation. Melgaard et al. (2022) stated that low learning motivation and poor self-regulation are one of the strong characteristics that can significantly influence the process of academic procrastination. Academic procrastination behavior can be prevented if students can direct their own learning activities and have a high level of learning motivation, because students with high self-regulation abilities will be able to set goals, plan, and use effective learning strategies, while students who are not able to directing themselves during learning activities tend to fail in setting effective learning strategies, which in turn will cause various difficulties during learning (Asri, 2018) . Likewise with motivation, students with a high level of motivation will be able to do self-regulation, and good self-regulation can control the state of their motivation during learning and prevent the emergence of academic procrastination (Good, 2008) .

Based on a survey conducted by Amelia in 2022 to 80 high school students in Bojonegoro, it was found that as many as 35 students admitted that it was difficult to organize their learning activities while at home . This means that some students are less able to use self-regulated learning skills so that they have difficulty when faced with difficult tasks which ultimately have an impact on procrastination behavior . Klingsieck (2012) argues that basically an autonomous learning environment or learning in this pandemic period places high demands on self-regulation, students who cannot regulate themselves will tend to engage in academic procrastination behavior (Wulandari et al., 2021) .

According to Pintrich (2000) Self-regulation in learning or self-regulated learning is an active effort of students in managing, monitoring, and controlling themselves both cognitively, motivationally, and behaviorally in order to achieve learning goals (Helsa & Lidiawati, 2021) . Pintrich & Garcia (1991) stated that self-regulated learning consists of two aspects, namely learning strategies and motivation (Alhadi & Supriyanto, 2017) . Schunk (1989) states that in cognitive-social theory, individuals with self-regulated learning abilities will carry out several learning strategies such as paying close attention during class, coding, organizing, and practicing what to remember and creating a productive work environment. (Dinata et al., 2016) , so that someone with low self-regulated learning skills will experience failure when doing so. According to Gendron (2011) motivation also has an important role in self-regulation, because motivation can affect the type of goals set, the strategy to be chosen, and one's persistence in the given task, so that students who have self-regulation abilities will be able to manage the situation well. their motivation during learning (Sutikno, 2016) . A person's inability to regulate learning strategies and motivation is a source of causes for academic procrastination behavior, because according to Zimmerman & Schunk (2012) One of the causes of the emergence of academic procrastination behavior is caused by a person's inability to regulate himself. This is also supported by the opinion of Ferrari et al. (1995) and the results of Nafeesa's research (2018) that a person's psychological condition, namely the ability to regulate learning or self-regulated learning can be one of the triggering factors for academic procrastination behavior.

In addition to the self-regulated learning factor , learning motivation is seen as another factor that can trigger the emergence of academic procrastination among students. Based on the results of Amelia's survey in 2022 to 80 high school students in Bojonegoro, it was found that as many as 45 students admitted that they did not get encouragement or attention from their parents while studying at home . This can be interpreted that they have low motivation so they need various supports from parents to increase their learning motivation. Learning motivation can be interpreted as something that spurs students to devote time to learning activities that can come from themselves or outside influences (Filgona et al., 2020) . According to Sardiman (2018), learning motivation is the driving force from within the individual that encourages, maintains, and gives direction during learning in order to achieve learning goals. Santrock

(2017) interpreting learning motivation as a process of giving enthusiasm, direction, and persistence of behavior, so as to create behavior that is energetic, directed, and can last a long time, especially during learning activities. According to Santrock (2017) Extrinsic motivation and intrinsic motivation are two important aspects that encourage individuals to learn, extrinsic motivation can come from the rewards and punishments, while intrinsic motivation can come from the students' interest in learning and the optimal experience during learning. Research conducted by Arghita et al. (2021) give the result that individuals who have extrinsic motivation tend not to delay academically because they know that if they do not do assignments, they will receive consequences such as punishment, then individuals who have intrinsic learning motivation will be happy with academic activities, which causes them to complete various tasks given. teachers and ultimately avoid academic procrastination.

From the explanation above, research on the relationship between academic procrastination and self-regulated learning and learning motivation in high school students is considered important for several reasons. First, the increasing habit of procrastination in students during learning can have a negative impact, both for students and the quality of education in schools. Second, there has not been much research on the relationship between procrastination and self-regulated learning and learning motivation in high school students in the city of Bojonegoro. Third, this research is one of the fields of study in counseling guidance, because it has implications for the practice of guidance and counseling services in schools. Thus, the results of this study can be used as a basis and study material for guidance and counseling teachers to solve various problems of academic procrastination that occur among students.

From some of the explanations above, this study aims to obtain empirical data in order to establish a significant relationship between academic procrastination and self-regulated learning and learning motivation in high school (SMA) students. More specifically, this study aims to obtain research data to answer the following questions: (1) is there a significant relationship between the average score of academic procrastination behavior and the average score of self-regulated learning in high school students?, (2) is there a significant relationship between the average score of academic procrastination behavior with the average score of learning motivation in high school students?, (3) is there a significant relationship between the average score of academic procrastination behavior with the average score of self-regulated learning and learning motivation in students.

Method

This research was carried out through quantitative methods, in which research data were measured and expressed in the form of numbers which were then analyzed with statistics to test hypotheses and draw conclusions (Sugiyono, 2019) . The quantitative design used is correlational. The correlational design is carried out in accordance with the stages of correlational research from Sugiyono (2019) which include: 1) determining and formulating problems, 2) compiling a theoretical study, 3) determining the design in research, 4) finding and collecting data, 5) calculating and analyzing data that has been collected, 6) conclude the research findings, and 7) compile the complete research results.

The population of this research is the students of class XI in SMA Negeri Bojonegoro. The sample schools selected were SMA Negeri 1 Kedungadem, SMA Negeri 1 Sugihwaras, and SMA Negeri 1 Kepohbaru, the determination of the school sample was based on a random sampling technique. While the class sample in this study used class XI in each school which was selected through random sampling technique . The sample size was determined through the Slovin formula and obtained a total sample of 257. The procedure was carried out by taking samples in each class XI at each school randomly as many as a predetermined number of samples.

Procrastination is defined conceptually based on the definition of Tuckman (1991) namely the behavioral tendency to delay or avoid tasks caused by the lack of individual self-regulation abilities in doing and dealing with a job or task. Operationally procrastination is defined as the total score obtained by the subject on the procrastination scale. This scale was specially developed by the researcher to measure three aspects of Tuckman's procrastination, namely: 1) the aspect of wasting time, 2) the aspect of avoiding tasks, and 3) the aspect of blaming others.

Self-regulated learning is defined conceptually based on the definition of Pintrich (2000), namely self-regulated learning. Learning is an active effort of students in managing, monitoring, and controlling

themselves both cognitively, motivationally, and behaviorally in order to achieve learning goals. Operationally, self-regulated learning is defined as the total score obtained by the subject from the self-regulated learning scale. This scale was adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) which was compiled in 1991 by Pintrich, Smith, Garcia, & McKeachie.

Motivation to learn is defined conceptually based on the definition of Santrock (2017) , which is a process that gives enthusiasm, direction, and persistence of behavior, so that later it will produce energetic, directed, and long-lasting behavior, especially for learning activities. Operationally, learning motivation is defined as the total score obtained by the subject from the learning motivation scale. This scale was developed specifically in research to measure two aspects of Santrock's learning motivation, namely: 1) aspects of extrinsic motivation and 2) aspects of intrinsic motivation.

Research data were collected through self-report techniques. The instrument used is a scale. In this study, there are three three scales used, namely: academic procrastination scale, self-regulated learning scale, and learning motivation scale. The self-regulated learning scale and the learning motivation scale were specially prepared by following the steps of developing the scale from Djaali and Muljono (2008) , namely: (1) defining the concept/construct; (2) Determine the aspects and indicators of measurement; (3) Arrange measurement grids; (4) determine the weight of the grain size/item in each indicator; (5) write the item/item; (6) validity test; (7) theoretical validation process; (8) make revisions based on expert review; (9) copying and duplicating instruments for trial; (10) field trials as an empirical validation process; (11) empirical validity test based on internal and external standards; (12) determination of the results of the empirical validity test results; (13) rearrange valid items and correct or eliminate invalid items; (14) perform a reliability test; (15) compiling valid items as a complete instrument.

Based on the results of the validity test of 26 procrastination scale items, there are 22 valid statement items and 4 others are invalid, reliability testing on the academic procrastination scale obtains a reliability coefficient value of 0.917. Then based on the results of the validity test of 28 items on the learning motivation scale, there are 19 valid statement items and 9 other items that are not valid, reliability testing on the learning motivation scale obtains a reliability coefficient value of 0.865. Furthermore, based on the results of the validity test of 50 self-regulated learning scale items, there are 34 valid statement items and 16 other invalid items, reliability testing on the self-regulated learning scale obtains a reliability coefficient value of 0.951. The three scales are compiled with reference to the Likert scale model which contains statement items with answer choices often, very often, rarely, and never.

In this study, data analysis was carried out through statistical methods with multiple correlation formulas which previously would be tested for assumptions, then the entire process of data analysis in the study would be assisted by the IBM SPSS Version 16.0 program.

Results and Discussion

The measurement of the academic procrastination scale (PA), the Learning Motivation scale (MB), and the Self-Regulated Learning (SRL) scale were carried out through three stages, namely descriptive analysis, normality and homogeneity assumption testing, and hypothesis testing. The measurement results of the three scales are as follows:

Table 1. PA Frequency Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22-27	4	1.6	1.6	1.6
	28-33	13	5.1	5.1	6.6
	34-39	20	7.8	7.8	14.4
	40-45	49	19.1	19.1	33.5
	46-51	51	19.8	19.8	53.3
	52-57	66	25.7	25.7	79.0
	58-63	40	15.6	15.6	94.6
	64-69	13	5.1	5.1	99.6
	70-78	1	.4	.4	100.0
	Total	257	100.0	100.0	

The results of the data above show that the highest frequency distribution of academic procrastination is found in the interval range of 52-57 as many as 66 students with a percentage of 25.7%, while the frequency distribution in this variable is at least in the interval range of 70-78 as many as 1 student with percentage as much as 4%.

Table 2. Categorization of PA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RENDAH	37	14.4	14.4	14.4
	SEDANG	177	68.9	68.9	83.3
	TINGGI	43	16.7	16.7	100.0
	Total	257	100.0	100.0	

Based on the categorization of academic procrastination scores, the results showed that as many as 37 students (14.4%) had low levels of academic procrastination, 177 students (68.9%) were in the medium category, and 43 students (16.7%) were in the high category.

Table 3. SRL Frequency Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37-47	2	.8	.8	.8
	48-58	2	.8	.8	1.6
	59-69	19	7.4	7.4	8.9
	70-80	52	20.2	20.2	29.2
	81-91	64	24.9	24.9	54.1
	92-102	64	24.9	24.9	79.0
	103-113	32	12.5	12.5	91.4
	114-124	15	5.8	5.8	97.3
	125-136	7	2.7	2.7	100.0
	Total	257	100.0	100.0	

The results of the data above show that the frequency distribution of Self-Regulated Learning is highest in the interval 81-91 and 92-102 as many as 64 students with a percentage of 24.9%, while the frequency distribution at least lies in two interval groups, namely 37-47 and 48-58 as many as 2 students with a percentage of 0.8%.

Table 4. SRL Categorization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RENDAH	40	15.6	15.6	15.6
	SEDANG	179	69.6	69.6	85.2
	TINGGI	38	14.8	14.8	100.0
	Total	257	100.0	100.0	

Based on the categorization of Self-Regulated Learning scores, it was found that as many as 40 students (15.6%) had a low level of Self-Regulated Learning , 179 students (69.6%) were in the medium category, and 38 students (14.8%) other high category.

Table 5. MB Frequency Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35-38	4	1.6	1.6	1.6
	39-42	10	3.9	3.9	5.4
	43-46	20	7.8	7.8	13.2
	47-50	47	18.3	18.3	31.5
	51-54	46	17.9	17.9	49.4
	55-58	37	14.4	14.4	63.8
	59-62	46	17.9	17.9	81.7
	63-66	33	12.8	12.8	94.6
	67-71	14	5.4	5.4	100.0
	Total	257	100.0	100.0	

The results of the data above show that the frequency distribution of the most learning motivation is found in the interval range of 47-50 as many as 47 students with a percentage of 18.3%, while the frequency distribution of this variable is at least in the interval range of 35-38 as many as 4 students with a total of 4 students. percentage 1.6%.

Table 6. MB Categorization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RENDAH	34	13.2	13.2	13.2
	SEDANG	176	68.5	68.5	81.7
	TINGGI	47	18.3	18.3	100.0
	Total	257	100.0	100.0	

Based on the categorization of learning motivation scores, the results showed that as many as 34 students (13.2%) had a low level of learning motivation, 176 students (68.5%) were in the medium category, and 47 students (18.3%) were in the high category.

Table 7. Normality Test Results

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PA	.088	257	.000	.979	257	.001
MB	.067	257	.008	.987	257	.020
SRL	.041	257	.200*	.991	257	.119

a. Lilliefors Significance Correction

The test data above get several results, on the data of academic procrastination and learning motivation obtained a significance value of <0.05 both on the Kolmogorov_Sminnov and Shapiro-Wilk sizes. These results conclude that the two data are not normally distributed. While the self-regulated learning data obtained a significance result of > 0.05 both on the Kolmogorov_Sminnov and Shapiro-Wilk sizes. So from these results it can be said that the data has been normally distributed.

Table 8 Results of Testing the Homogeneity of SRL with PA

SRL

Levene Statistic	df1	df2	Sig.
.749	35	214	.846

The test results data above get a significance score of 0.846 which means <0.05. Thus, it can be said that the data variant of self-regulated learning with academic procrastination is homogeneous.

Table 9. Results of Testing the Homogeneity of MB with PA

MB

Levene Statistic	df1	df2	Sig.
1.155	35	214	.265

The test results data above, get a significance score of 0.265 which means > 0.05. Thus it can be said that the variance of learning motivation data with academic procrastination is homogeneous.

Table 10. Spearman Correlation Test Results (PA and SRL)

			PA	SRL
Spearman's rho	PA	Correlation Coefficient	1.000	-.588"
		Sig. (2-tailed)	.	.000
		N	257	257
	SRL	Correlation Coefficient	-.588"	1.000
		Sig. (2-tailed)	.000	.
		N	257	257

Based on the results of the first hypothesis test, a correlation coefficient score of -0.588 was obtained, which means that there is a strong relationship with a negative direction between academic procrastination and self - regulated learning. This can be interpreted that as the intensity of academic procrastination increases, the ability to self-regulated learning will decrease. On the other hand, the lower the intensity of academic procrastination experienced, the higher the self-regulated learning ability possessed. Meanwhile, a significance score of 0.000 <0.05 indicates a significant relationship between academic procrastination and self-regulated learning . So from these results it can be concluded that the null hypothesis (Ho) is rejected and the working hypothesis (Ha) which states "there is a significant relationship between academic procrastination and self-regulated learning " is accepted. The results of this study support the previous findings by Noviyanti et al. (2019) which proves that there is a significant relationship between academic procrastination and self-regulated learning abilities in students. Ulum research results (2016) proves that the ability of self-regulated learning is effective in reducing academic procrastination. The results in this study have proven the theoretical basis used that students who are not able to regulate their learning activities will tend to experience procrastination. (Zimmerman & Schunk 2012) . Thus the ability of self-regulated learning can be one of the prevention efforts as well as a way to overcome the problem of academic procrastination in students, especially in the current autonomous learning situation that demands the independence of students in the learning process.

Table 11. Spearman Correlation Test Results (PA and MB)

			PA	MB
Spearman's rho	PA	Correlation Coefficient	1.000	-.769"
		Sig. (2-tailed)	.	.000
		N	257	257
	MB	Correlation Coefficient	-.769"	1.000
		Sig. (2-tailed)	.000	.
		N	257	257

Based on the results of the second hypothesis test, the correlation coefficient score was -0.769, which means that there is a very strong relationship with a negative direction between academic procrastination and learning motivation. This can be interpreted that the increasing intensity of academic procrastination experienced, the intensity of learning motivation will decrease. On the other hand, if the intensity of academic procrastination decreases, the intensity of their learning motivation will increase. While the significance score of 0.000 <0.05 indicates a significant relationship between academic procrastination and learning motivation. So from these results it can be concluded that the null hypothesis (Ho) is rejected and the working hypothesis (Ha) which states "there is a significant relationship between academic

procrastination and learning motivation" is accepted. This study supports the previous findings by Sundaroh et al. (2020) which states that there is a significant relationship between academic procrastination and learning motivation in students. Wahyuningtyas & Setyawati's 2021) also proves that learning motivation has an effect on academic procrastination behavior. The results in this study are in line with the theory used. Santrock explains that someone with extrinsic and intrinsic learning motivation will have a race to carry out learning activities, so someone who has a race for learning activities such as doing assignments or learning that comes from oneself or because of outside influences will try to deal with and complete tasks that so as not to delay or avoid tasks (Arghita et al, 2021) . Thus the increase in internal and external motivation of students can reduce the level of tendency of students to do academic procrastination.

Table 12 Multiple Correlation Test Results (PA with MB and SRL)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.805[a]	.648	.645	5.814

Change Statistics				
R Square Change	F Change	df1	df2	Sig. F Change
.648	233.630	2	254	.000

Based on the results of the third hypothesis test, a correlation coefficient score of 0.805 was obtained which proves that there is a strong relationship with a positive direction between academic procrastination and learning motivation and self-regulated learning. While the significance value is 0.000 which means the significance value is <0.05. So from these results it can be concluded that the null hypothesis (Ho) is rejected and the working hypothesis (Ha) which states "there is a significant relationship between academic procrastination with learning motivation and self-regulated learning" is accepted.

Conclusion

The findings in this study can be drawn in several conclusions as follows: Academic procrastination is significantly negatively related to self-regulated learning. This means that the higher the academic procrastination, the lower the level of self-regulated learning , and vice versa. Academic procrastination is significantly negatively related to learning motivation . This means that the higher the academic procrastination the level of learning motivation will be lower, and vice versa. Self-regulated learning and learning motivation simultaneously have a strong relationship with students' academic procrastination, this is evident from the acquisition of a significance score of 0.000 and a correlation coefficient of 0.805.

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