

The Effect of Self-Regulated Learning on Academic Procrastination in Hafidz Qur'an Students

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ABSTRACT

The purpose of this research is to determine the impact of self-regulated learning on academic procrastination among students memorizing the Quran at PPTQ Al Hamra' Yogyakarta. Ideally, students memorizing the Quran should have self-regulated learning so that the level of academic procrastination is low. However, the reality is that many students who are memorizing the Quran have not been able to provide regulations for themselves, so the level of academic procrastination is high. Survey research employs a quantitative approach. The population of this study was 66 people. Purposive sampling was used, and 40 samples were collected. Data collection techniques use questionnaires and documentation. Data analysis techniques use simple linear regression analysis. The results showed that the determination coefficient value was 66.8%, which means that the influence that self-regulated learning has on the academic procrastination of students in PPTQ Al Hamra' is 66.8%. The value of the regression coefficient is -0.874, which means that the negative self-regulated learning inhibitor of academic procrastination is strong.

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INTRODUCTION

Education is one of the efforts made so that generations are able to develop their abilities or creativity. Education is also pursued not only in formal education settings such as schools or universities but also in Islamic boarding schools. The increasing development of the times has made the identity of the pesantren not only devoted to gaining religious knowledge but also producing generations who are able to have knowledge and understanding of general education and are also balanced with what they have learned at the pesantren. This makes people's awareness of education increase, so that parents want their children to get not only general knowledge but also religion.

Educational institutions appreciate this by collaborating with non-formal educational institutions, namely Islamic boarding schools. Educational institutions, one of which is higher education, provide appreciation in the form of scholarships for memorizers of the Koran. Because of this, there are students who memorize the Koran and also regular students. The activities of students who memorize the Koran and regular students are different. Students who memorize the Koran have more responsibilities than regular students, such as memorizing the Koran, improving their memorization, and completing academic assignments. Because of this, ideally every student must have self-regulated learning, especially students who memorize the Koran, who must have good self-regulated learning so that the dense activities that must be carried out can be organized and completed optimally.

The routines and activities that are carried out often result in academic problems such as setting study times, adjusting time to maintain memorization, using appropriate learning methods and methods, working on assignments that lack totality, and delays in completing assignments. The importance of students being able to manage themselves when they have to carry out routines simultaneously, such as memorizing and lecturing, so that they are not confused, worried, or even feel pressured, because if these students cannot organize and manage their activities, it will become an impediment in the memorization process and can also trigger procrastination in the academic field.

Students who have responsibility for lectures and also maintain their memorization are expected to be able to adjust to the demands of tasks in learning, such as being able to organize and also control effective activities in learning, have a direction to go in, and have the resources taken to support the learning process (Hanifah & Rusmawati, 2019). This becomes an important aspect of carrying out tasks or fulfilling the demands of responsibilities that must be carried out so that activities with a predetermined schedule can be carried out and carried out properly. If self-regulation and time management cannot be handled, there will be delays in

work or a lack of ability to set rules for oneself and also in carrying them out which can be called procrastination. The importance of self-regulated learning for students who memorize the Koran is to minimize the potential for academic procrastination because besides having the responsibility for memorizing the Koran, students who memorize the Koran also have responsibility for academic assignments. However, in reality there are still many students who memorize the Koran who do not have self-regulated learning, so there are still many who practice academic procrastination.

The researcher chose the PPTQ Al Hamra' Complex as the research location because the Islamic boarding school was growing quite rapidly, starting from the number of students and the system running in it. Santri who live in the PPTQ Al Hamra' Complex have different statuses including students, students, and specialists. The reality obtained after making observations at the PPTQ Al Hamra' Complex in Yogyakarta regarding self-regulated learning on academic procrastination of students memorizing the Koran is that there are still many student students who have not been able to regulate their time and also the large number of students who live in the PPTQ Al Hamra Complex. ' are still starting to adapt to new circumstances and activities so they need to have self-regulated learning so that the time they use is not wasted and reduces opportunities for academic procrastination.

Therefore, the effect of self-regulated learning on academic procrastination of students memorizing the Koran, which will be discussed later, is there an effect of self-regulated learning on academic procrastination of students memorizing the Koran. Ideally self-regulated learning is the most important thing for students who memorize the Koran who have more intense activities. Al-Qur'an memorizing students must be able to manage the time between the responsibility of memorizing and also the responsibility for academic assignments.

This research has a problem formulation including; (1) What is the level of self-regulated learning of Al-Quran memorizing students at PPTQ Al Hamra' Complex; (2) What is the level of academic procrastination of Al-Quran memorizing students at PPTQ Al Hamra' Complex; (3) Is there an effect of self-regulated learning on academic procrastination of students who memorize the Koran at PPTQ Al Hamra' Complex.

This research has research objectives including; (1) to determine the level of self-regulated learning of Al-Quran memorizing students at PPTQ Al Hamra' Complex; (2) to determine the level of academic procrastination of Al-Quran memorizing students at PPTQ Al Hamra' Complex; (3) to find out whether there is

an effect of self-regulated learning on academic procrastination of students memorizing the Koran at PPTQ Al Hamra' Complex.

This research has previously used references in previous studies which are almost the same in context and the results of the research that have concluded are almost similar to the research that the researcher is currently conducting. First, this research was conducted by Indah Sari Liza Lubis in 2018 with the title the relationship between self-regulation in learning and self-efficacy with procrastination (Lubis, 2018). The problems examined in this study are the relationship between SRL and student academic procrastination, the relationship between self-efficacy and student academic procrastination, and the relationship between SRL and self-efficacy and academic procrastination. This study used a data collection technique, namely a scale (questionnaire). Through this research it can be seen that there is a significant negative relationship between self-regulated learning and student academic procrastination. This is indicated by the higher the level of self-regulated learning, the lower the student's academic procrastination. Then the second finding shows that there is a negative and significant relationship between the level of student discipline and student academic procrastination, namely the higher the level of student discipline, the lower the level of academic procrastination. The third finding shows that there is a negative and significant relationship between self-regulated learning, student discipline, and academic procrastination which indicates that the higher the level of self-regulated learning, student discipline, the lower the level of student academic procrastination. Vice versa, the lower the level of self-regulated learning, student discipline, the higher the level of student academic procrastination.

Second, regarding self-regulated learning conducted by Fikrotul Hanifah and Diana Rusmawati, it's about "the effect of self-regulated learning training on academic procrastination in students of SMP Negeri 33 Semarang" (Hanifah & Rusmawati, 2019). The discussion in this study is whether there is a significant effect of holding SRL training on academic procrastination. This research used a quantitative experimental method with a pretest-posttest control group design. The results of this study are that there is a decrease in the level of academic procrastination after being given self-regulated learning training. The similarities between this research and the current research are the same variables, namely the effect of self-regulated learning on academic procrastination.

Iqbalul Ulum regarding "self-regulated learning strategies to reduce the level of student academic procrastination" (Ulum, 2016). The problem discussed in this study is whether there is an influence between self-regulated learning and students' academic procrastination. The approach used in this study is a quantitative

approach and the method used is quasi-experimental. The results obtained from this study are that the self-regulated learning strategy has proven effective in reducing student academic procrastination.

Fourth, research conducted by Putri Rahmalia, N Kardinah, and Elisa Kurniadewi in 2019 related to the self-regulated learning of students memorizing the Koran, namely "conscientiousness personality types and student self-regulated learning in memorizing the Koran juz 30" (Rahmalia et al., 2019). In the research conducted, it can be seen that the conscientiousness and SRL personality types of students in memorizing the Koran juz 30 have a positive relationship. This shows that if the conscientiousness personality type is high, the SRL students who memorize the Al Quran juz 30 are also high. The similarity of this research with the current research is that it has the subject matter of SRL and students who are currently memorizing the Koran. However, the difference between this study and current research is the subject, namely students who memorize the Koran.

Fifth, was carried out by Muhammad Iqbalul Ulum regarding "self-regulated learning strategies to reduce the level of student academic procrastination" (Ulum, 2016). The problem discussed in this study is whether there is an influence between self-regulated learning and students' academic procrastination. The problem discussed in this study is whether there is an influence between self-regulated learning and students' academic procrastination. The approach used in this study is a quantitative approach and the method used is quasi-experimental. The results obtained from this study are that the self-regulated learning strategy has proven effective in reducing student academic procrastination. The previous research equation with the current research is the research subject. Previous studies used research subjects at SMAN 1 Ngamprah and the samples were taken from class XI IPA for the 2015-2016 academic year. While the current research uses students who memorize the Koran as research subjects.

Sixth, the research conducted by Muhammad Rizky Mubarak in 2020 in his thesis is about "The Influence of Self-Efficacy on Academic Procrastination of Students Memorizing the Quran at Bani Yusuf Islamic Boarding School Malang" (Mubarak, 2020). The result of this study is that self-efficacy possessed by students who memorize the Koran gives a contribution to the academic procrastination of memorizing the Koran. The similarity of this study with the research conducted is the focus on the effect of self-efficacy (self-potential to achieve targets) on student academic procrastination.

Seventh, this research was conducted by Putri Saraswati in 2017, namely about "strategies of self-regulated learning and academic procrastination on academic achievement" (Saraswati, 2017). The purpose of this study was to

determine the relationship between self-regulated learning strategies, academic procrastination, academic achievement, and also the contribution of variable Y. This study used a quantitative research method. The results of this study are that there is a negative relationship between procrastination and academic achievement, self-regulated learning strategies are not related to academic achievement but to academic procrastination, and the results of this study also show that gender has a relationship to academic achievement. The similarities between this research and the current research are the same variables, namely self-regulated learning and academic procrastination. However, what is different from this previous research with the current research are the other variables and research subjects used. Another variable used in previous research is academic achievement, while the current research only uses self-regulated learning and academic procrastination variables. The subjects of this previous research were active students of the psychology faculty at the University of Muhammadiyah Malang, while the current research was conducted on students who memorized the Koran at the Tahfidzul Quran Islamic Boarding School, Al Hamra' Complex, Yogyakarta.

Eighth, this research was conducted by Mita Wulandari, Siti Khumaidatul Umaroh, Silvia Eka Mariskha in 2020, namely about "The effect of self-efficacy and self-control on academic procrastination in students at the 17 August 1945 University of Samarinda" (Umaroh et al., 2020). The purpose of this study was to empirically determine the effect of self-efficacy and self-control on academic procrastination. This study used a proportionate stratified random sampling technique. The results of this study are that there is a negative effect between self-efficacy and self-control on academic procrastination. The similarity of this research with the current research is the effect on academic procrastination. However, what is different from this previous research with the current research are the other variables and research subjects used. Other variables used in previous research were self-efficacy and self-control, while the current research only used SRL and academic procrastination variables.

METHODS

The research entitled the effect of self-regulated learning on academic procrastination in hafidz Quran students with the hypothesis proposed is that there is an effect of self-regulated learning on academic procrastination in students who memorize the Koran at PPTQ Al Hamra' Complex Yogyakarta.

The type of research and also the approach taken is a type of survey research or usually referred to as research that uses a form of observational research where in collecting data from several people using an approach in the form of interviews or interviews, questionnaires/questionnaires, or can also use research that asks

questions directly to respondents to get answers and the answers given will represent the population according to their interests in research (Adiyanta, 2019). The research approach used is quantitative or which is usually described by the approach used to test objective theories with relationships between variables that can be measured using instruments so that the data is analyzed using statistical procedures (Wahid Murni, 2017). Quantitative research is also a research approach that describes the appropriate data generated at the research location.

The location and research subjects were located at the Tahfidzul Quran Islamic Boarding School, Al Hamra' Complex, Yogyakarta and the research subjects consisted of objects/subjects that had certain characteristics determined by the researcher to be studied and concluded later (Alwan, Menza Hendri, 2017) which in this study There were 40 respondents from a population of 66 students consisting of 40 student students, 22 special students, and 4 student students. From a population of 66 students, the researchers took a sample of 40 people using a purposive sampling technique, which is a data collection technique with certain considerations that are adjusted to the objectives and problems in the research (Sugiyanto et al., 2020). The sample categories in this study were individuals including students who lived and memorized the Koran at the PPTQ Al Hamra' Complex and these individuals were still active students at tertiary institutions. The sample is part of the number or characteristics possessed by the generalized population or area to be studied (Santi et al., 2017).

The data collection technique used in this study is the questionnaire method and also the documentation method. The lift to be used in the previous research was tested by validity and reliability tests. If the questionnaire has passed the validity and reliability tests, the data collection can be used in research. After testing the validity and reliability tests , there are 72 valid items. Because there are quite a lot of valid items, it is simplified with several considerations including items that have the same meaning and items with low r table values, so the valid items used in this study are 34 items.

This questionnaire method uses a Likert scale and uses two types of statements, namely favorable and unfavorable. The answer choices provided in this study are Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). Scoring according to the statement is shown in the following table:

Table 1. Questionnaire answer scores

| No | <i>Favorable</i> | Score | <i>Unfavorable</i> | Score |
|----|------------------|-------|--------------------|-------|
| 1 | Strongly agree | 4 | Strongly agree | 1 |
| 2 | Agree | 3 | Agree | 2 |
| 3 | Don't agree | 2 | Don't agree | 3 |

| | | | | |
|---|-------------------|---|-------------------|---|
| 4 | Strongly Disagree | 1 | Strongly Disagree | 4 |
|---|-------------------|---|-------------------|---|

The data analysis technique used in this study is a simple linear regression test which has previously been tested for normality and linearity tests. the normality test and linearity test used to get the result that the data is normally distributed and the data between variables has a linear relationship. So that the requirements for carrying out a simple linear regression test are fulfilled and it can be used for research tests. However, before the research test was carried out, validity and reliability tests were first carried out to become prerequisite tests in carrying out normality tests and linearity tests.

RESULTS AND DISCUSSION

Self-regulated learning is a process in which a person is able to organize themselves to achieve the targets they have set, then they evaluate what they are doing to give appreciation to those who have done this [CITATION Fir18 \l 1033]. Self-regulated learning is also interpreted as a learning strategy for individuals to be able to regulate themselves in planning and carrying out their learning process (Permatasari & Akip, 2019). Self-regulated learning is defined as a perspective that includes all processes of maturity in learning (Aziz & Khaulah Aisyah Putri Siswanto, 2018). Self-regulated learning is an active and independent effort in the learning process by monitoring, regulating, and controlling cognition, motivation, and behavior directed towards learning goals (Saputra et al., 2019). From some of the opinions above regarding the definition of self-regulated learning, it can be concluded that self-regulated learning is an individual process in managing their own learning activities so that the time used and the activities carried out can be organized.

Aspects of self-regulated learning are metacognitive, motivational, and behavioral. the indicators for each aspect are 1) Metacognitive, namely self-skills in managing all forms of activity and being able to regulate the learning process is an effort to educate oneself which is also called learning activities which are included in metacognitive (Permatasari & Akip, 2019), the indicators are a) plan and organize the learning process; b) monitor activities and work. 2) Motivation is the driving force that exists within the individual so that he can direct himself in organizing his learning activities (Aziz & Putri, 2018), the indicators are a) personal goals; b) carry out more focused activities. 3) Behavior Behavior is an aspect of self-regulated learning as an individual effort in selecting, selecting, and using strategies that he can carry out in his learning process (Aziz & Putri, 2018), the indicators are a) selecting and selecting strategies b). review and observe the situation. Based on research conducted regarding self-regulated learning at PPTQ Al Hamra' Yogyakarta, it is categorized as moderate with a total of 27 students with a percentage of 67%.

Factors of Self-regulated learning According to Thoresen and Mahoney (in Ru Minta et al., 2017) explained that Self-regulated learning has two factors, namely Confidence in one's own abilities or self-efficacy is a component found in individuals in the form of the belief that himself has the ability at a certain level of self-efficacy related to individuals being able to do and complete tasks accompanied by responsibility and the results to be obtained (Ru Minta et al., 2017). Second, intrinsic values which are a belief that every task has benefits and interests so that it raises interest in the task to be done and completed immediately (Ru Minta et al., 2017).

Academic procrastination is the tendency of individuals to deliberately delay work and completion of important assignments and completion of a predetermined time related to academic assignments (Hanifah & Rusmawati, 2019). According to Shanahan, & Neufeld in (Eisenbeck et al., 2019) explains that academic procrastination is related to the mental health experienced by students in the academic field. Regulations in the academic field that have been set have links to lower performance related to stress levels, decisions in completing things, self-regret, and lack of awareness to have good self-regulation. The idea put forward by Dryden and Harington regarding empirical findings related to procrastination is related to students' frustration with a myriad of activities that must be completed immediately where it all depends on the mood control they feel.

Academic procrastination is a delay that occurs when an individual continues to pursue and carry out goals that are not in line with the values that exist in themselves and their intentions and goals that are carried out are not in line with the individual's basic needs (Grund & Fries, 2018). This means that one of the students who do academic procrastination is because the things they do are not in accordance with what they want. A procrastinator has the view that the task must be completed optimally in accordance with the time limit given and if the task is completed immediately, according to the procrastinator the results will not be optimal. So that this makes a procrastinator feel safer and more comfortable if he does not do and complete the task immediately (Fatriyani & Mudjiran, 2019).

Students who study at tertiary institutions while memorizing the Koran and then have low academic assignments, in addition to their low self-regulation, the basic needs factor they want related to completing assignments is also low, so this triggers academic procrastination. Academic procrastination experienced by students is sometimes due to them failing to adapt during the transition from school to university. Furthermore, what supports this academic procrastination is that students prefer to do non-academic activities that they find enjoyable so that it makes them procrastinate completing the assignments given. Academic

procrastination is due to a lack of self-regulation and the time used to carry out activities and routines.

Aspects of academic procrastination include 1) delays in starting and completing assignments, the indicators are a) delaying doing assignments, b) delaying completing assignments; 2) delay in doing the task, the indicators are a) Difficulty understanding the task, b) Not focusing on the task; 3) Time gap between plan and actual performance. This fourth aspect explains that students have difficulties in utilizing time to work on assignments in accordance with the work limits that have been given and planned beforehand (Fatriyani & Mudjiran, 2019). Students who are unrealistic about time and see time as not being seen as important without prior consideration, the indicators are a) Unrealistic about time, b) Do not have a time limit; 4) do more fun activities. As for the results of research that has been conducted on 40 samples of students who memorize the Koran in the PPTQ Al Hamra' Complex is categorized as moderate with a total of 26 students with a percentage of 65%.

The factors that influence individuals in procrastination are internal factors and external factors. Internal factors that influence students to do academic procrastination are where an individual is able to control himself in order to achieve the desired goals or avoid the negative consequences that will be obtained if the individual does other things (Putra & Rustika, 2019).

According to Averill (in Putra & Rustika, 2019) explains that the aspect of self-control is the ability to control behavior. Controlling behavior is an ability whereby individuals can structure, manage, and direct their behavior in a more positive direction. Self-control is also carried out through a process of cognitive consideration to finally be realized in the form of action. External factors that have an influence on academic procrastination are the environment that students live in. An environment that does not provide supervision of students makes it more likely for students to carry out academic procrastination (Putra & Rustika, 2019).

The normality test in this study uses the Skewness and Kurtosis tests. If the skewness and kurtosis values are between -2 and +2, then the data is normally distributed. The calculation of the skewness ratio is the skewness value divided by the standard error value, so the result is called the skewness ratio. Likewise with the kurtosis ratio, the kurtosis value divided by the kurtosis standard error, the result is called the kurtosis ratio. As for the research results from the normality test, namely the ratio of skewness and kurtosis obtained from the normality test results that have been calculated through the SPSS computer program application. The skewness ratio in the self regulated learning variable is $-0.006/0.374 = -0.016043$ and the kurtosis ratio is $-0.962/0.733 = -1.312415$. As for the academic procrastination

variable, the skewness ratio is $0.603/0.374 = 1.612299$ and the kurtosis ratio is $-0.604/0.733 = -0.824011$. The results of the skewness and kurtosis ratios of the two variables range from -2 to +2. So it can be concluded that the distribution of data is normally distributed.

The results of the linearity test in this study are known that the Significance value of Sig. is 0.000 which means it is smaller than 0.05 ($p < 0.05$) indicating that the variables in the study are suitable for using a linear model. Then the value of the Deviation From Linearity Sig. is equal to 0.637 greater than 0.05. Then if seen based on the F value, the calculated F value is $0.837 < F$ table 2.13 (16; 22). So it can be concluded that the results of Deviation From Linearity and the F value indicate that there is a significant linear relationship between the variables of Self Regulated Learning and Academic Procrastination.

Based on the regression test conducted, it can be seen that the value of Constant a is 77.878. This number is a constant number which means that if there is no Self Regulated Learning (X) then the constant value of Academic Procrastination (Y) is 77.878. Then for the b value (regression coefficient) of -0.874, it means that for every 1% addition of the level of Self Regulated Learning (X), Academic Procrastination (Y) will increase by -0.874. Because the value of the regression coefficient is minus (-), it is thus said that Self Regulated Learning (X) has a negative effect on Academic Procrastination (Y).

The effect of self-regulated learning on academic procrastination is seen based on the simple linear regression test that has been carried out. Based on the regression test, the value of R squared (R Square) shows a coefficient of determination with a value of 66.8%, which means that there is an effect of self-regulated learning on student academic procrastination at PPTQ AL Hamra' as much as 66.8% and 33.2% influenced by factors others that were not included in this study. The resulting effect is a negative effect, namely the higher the Self-Regulated Learning, the lower the level of student academic procrastination, and vice versa. If the level of self-regulated learning is low, the level of student academic procrastination will be high.

The results of the student Self-Regulated Learning variable categorization test can be seen in table 2. It is known that the percentage results from the Self-Regulated Learning of hafidz Quran students in PPTQ Al Hamra' Complex from the total number of subjects namely 40 people obtained the results: 4 people with percentage results 10% have low self-regulated learning, 27 people with a percentage of 67% have moderate self-regulated learning, 9 people with a 23% percentage have high self-regulated learning, so the result is that students who memorize the Koran at PPTQ Al Hamra have moderate level of Self Regulated Learning.

Table 2. Categorization of *Self Regulated Learning* variables

| Classification | Score category | Frequency | Percentage |
|------------------|----------------|-----------|------------|
| $X < 38$ | Low | 4 | 10% |
| $38 \leq X < 50$ | Currently | 27 | 67% |
| $X > 50$ | Tall | 9 | 23% |
| Amount | | 40 | 100% |

Then test the categorization of academic procrastination variables which will be explained in table 3. It can be seen that the percentage results of Academic Procrastination of hafidz Quran students at PPTQ Al Hamra' Complex from the total number of subjects namely 40 people obtained the results: 4 people with a percentage result of 10% had procrastination Academic procrastination is low, 26 people with a percentage of 65% have moderate academic procrastination, 10 people with a percentage of 25% have high academic procrastination, so the result is that students memorizing the Koran at PPTQ Al Hamra have a moderate level of academic procrastination.

Table 3. Categorization of academic procrastination

| Classification | Score category | Frequency | Percentage |
|------------------|----------------|-----------|------------|
| $X < 33$ | Low | 4 | 10% |
| $33 \leq X < 45$ | Currently | 26 | 65% |
| $X > 45$ | Tall | 10 | 25% |
| Amount | | 40 | 100% |

CONCLUSION

After the research was carried out along with the presentation of the results and research tests and data analysis carried out, this study had several conclusions including:

1. The self-regulated learning level of students memorizing the Koran at PPTQ Al Hamra Complex is on a medium scale with a percentage of 67%, the number of students is 27 students. The value of the regression coefficient b shows a number of -0.874 meaning that every 1% addition of the level of Self-Regulated Learning will decrease the level of Academic Procrastination by -0.874.
2. The level of academic procrastination of students memorizing the Koran at PPTQ Al Hamra Complex is on a moderate scale with a percentage of 65%, namely with 26 student students. The Constant a value obtained is 77.878 which means that if there is no Self-Regulated Learning then the consistent value of Academic Procrastination is 77.878.
3. Based on the simple linear regression analysis test, it can be seen that there is an effect of Self-Regulated Learning on the Academic Procrastination of students

memorizing the Koran in the PPTQ Al Hamra Complex. This is evidenced by the R Square value of the coefficient of determination of 66.8%, which means that there is an effect of Self-Regulated Learning on Academic Procrastination of students memorizing the Koran. While 33.2% is influenced by other factors that are not present in this study. The resulting effect is a negative effect, namely the higher the Self-Regulated Learning, the lower the level of student academic procrastination, and vice versa. If the level of self-regulated learning is low, the level of student academic procrastination will be high.

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