

THE INFLUENCE OF SELF-REGULATION AND SELF-ESTEEM ON ACADEMIC PROCRASTINATION IN STUDENTS CONDUCTING ONLINE LEARNING AT THE FACULTY OF ECONOMICS, STATE UNIVERSITY OF JAKARTA

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Abstract

This study aims to determine the effect of self-regulation and self-esteem on academic procrastination of student of the Faculty of Economic at the State University Of Jakarta. This research was conducted for 8 months starting from January 2021 to August 2021. The method used in this study is a survey method. The sampel used in this study found 142 respondents from students of the Faculty of Economic class 2019 at the State University of Jakarta. The data was collected through the distributor of questionnaires using a Likert scale. Based of the result of research conducted, it was found that the influence of self-regulation has a negative and significant effect on academic procrastination. Self-esteem has a negative and significant effect on academic procrastination.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh regulasi diri dan harga diri terhadap prokrastinasi akademik mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta. Penelitian ini dilakukan selama 8 bulan terhitung mulai dari bulan Januari 2021 sampai dengan Agustus 2021. Metode yang digunakan dalam penelitian ini adalah metode survei. Sampel yang digunakan dalam penelitian ini didapatkan 142 responden dari mahasiswa Fakultas Ekonomi 2019 di Universitas Negeri Jakarta.

Pengumpulan data dilakukan melalui penyebaran kuesioner dengan menggunakan skala likert. Hasil Berdasarkan penelitian yang dilakukan, ditemukan bahwa pengaruh regulasi diri berpengaruh negatif dan signifikan terhadap prokrastinasi akademik. Harga diri berpengaruh negatif dan signifikan terhadap prokrastinasi akademik.

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INTRODUCTION

The shift of the human workforce towards digitalization is a form of challenge for the nation's next generation, namely students. As the next generation, students learn to be ready to compete not only in their own country, but also in the global realm. Therefore, efforts are needed to improve the quality of human resources in order to be able to compete globally. Higher education is an educational institution that is expected to create quality human resources and are ready to be competent in the era of the industrial revolution 4.0. In general, lecture activities are carried out face-to-face in class, consisting of activities presenting material and assignments by the lecturer and then students providing feedback on each learning activity, being able to complete assignments or others. But when all lecture activities are no longer carried out face-to-face, which is caused by Covid-19 or known as the Corona virus. In March 2020 the government issued various

policies aimed at breaking the chain of the spread of the corona virus in Indonesia, such as:

maintain physical and social distance, activities that are usually carried out outside the home such as school or work are also carried out from home by utilizing various online platforms.

Research conducted by Saputra et al (2020) explains that procrastination is a pattern of behavior or habits that have a negative impact, in the sense that procrastination is a constant reaction in completing tasks so that procrastination makes a lot of time wasted. Academic procrastination has become a habit that is often done by students. Through the results of observations using google forms with several students of the Faculty of Economics, State University of Jakarta, that most students do academic procrastination during online learning. From the number of respondents, there were 30 students with a presentation of 60% for the frequency often, 36.7% for the frequency sometimes, and 3.3% for the frequency never. The forms of delays that students do are quite diverse, such as delaying learning, delaying starting and completing assignments, being late for online classes, and other academic-related activities.

Factors that can cause academic procrastination behavior is self-regulation. According to Harahap & Harahap (2020) stated that there are still many students who do not perform self-regulation well during online learning. There are still students who delay doing assignments given by lecturers, find it difficult to divide their time in doing homework with assignments from campus, find it difficult to make plans to achieve good learning goals, do not take advantage of existing facilities such as the internet, sophisticated cellphones, and so on. Students who have good self-regulation can control themselves in carrying out every activity in order to achieve their desired goals, especially goals in the academic field, so students can avoid academic procrastination behavior.

Another factor that causes procrastination behavior is low self-esteem. Self-esteem is a form of evaluation that a person makes of himself regarding his abilities and self-worth which is influenced by other people or his environment. Such that

Hidayat et al (2020) said in their research, that a person's self-esteem is strongly influenced by circumstances related to his life, this is because self-esteem is an aspect that determines that a person is successful in interacting with his social environment. Distance Learning (PJJ) causes delays in the interaction process between students. Interactions made by students with other students or with lecturers are only done online using messenger applications such as whatsapp or line and video conferences such as zoom or google meet. This of course can hinder the evaluation that a person makes of himself which results in a person feeling unsure of his abilities.

Procrastination behavior can be influenced by several factors, including self-regulation and self-esteem. When someone does academic procrastination, it means that person cannot manage and regulate himself to act, behave, and design a plan for the realization of the ideals he wants. Likewise with self-esteem, when someone believes in their abilities and feels capable, successful, and valuable, it will pressure someone to do academic procrastination. Based on the background of the problem above, the researchers are interested in researching the Effect of Self-Regulation and Self-Esteem on Academic Procrastination in Students Who Conduct Online Learning at the Faculty of Economics, State University of Jakarta.

THEORETICAL BASIS

1. Academic procrastination

Saputra et al (2020) explained that procrastination forms a pattern of behavior or so-called habits that will have a negative impact, the delay makes time wasted. Antoni et al (2019) stated that procrastination is a form of delay that is carried out repeatedly which causes failure to complete tasks or the results obtained are not optimal. Procrastination is a tendency to delay starting to complete tasks by doing other useless activities that cause tasks to be hampered, not completed on time, and delays in collecting assignments (Chotimah & Nurmufida, 2020)

Muyana (2018) states that academic procrastination is a delay in starting or completing the task at hand which causes delays in doing academic assignments within the desired period of time or delaying doing assignments until the last moment. Azhari & Ibrahim (2019) stated that someone who procrastinates prefers to do other work such as spending time with friends rather than having to complete his college assignments. The emergence of academic procrastination behavior makes students delay their academic work and neglect their responsibilities during the study program (Karatas, 2015)

2. Self Regulation

Kusaeri & Mulhamah (2016) state that self-regulation is a process that aims to activate and regulate thoughts, behaviors and emotions to achieve certain goals. Meanwhile, according to Supriyati (2018) self-regulation is a person's ability to control, regulate, plan, direct, and monitor his behavior in carrying out activities to achieve his goals. Someone who has self-regulation means that he can control his anxiety which is influenced by other people and the stimuli in his environment (Sianipar & Kaloeti, 2019).

Ahmar (2016) explains about self-regulation, namely a person's ability to set achievement strategies, set targets, and think about everything related to the goals he

wants to achieve and in the end can evaluate his success in learning so that it creates a strong urge to learn and participate actively in learning. learning activities. Meanwhile, Zuhdhi (2020) states that self-regulation is an effort made by a person to regulate thoughts, feelings, and behaviors which are then evaluated so that they are directed according to the wishes, hopes, and ideals to be achieved.

3. Self-Esteem

Ghufron & Risnawita (2011) Self-esteem is a positive or negative assessment of oneself that is carried out by a person to show the extent to which the individual has self-confidence based on his relationship with other people and the environment. In line with that, Irawati & Hajat (2012) explain that self-esteem is an assessment of what is felt in each individual, it can be positive or negative depending on the evaluation of each individual. Self-esteem is an individual's assessment of himself positively or negatively which is influenced by the results of his interactions with important people in his environment and from the attitudes, acceptance, appreciation, and treatment of others towards him (Yuliantari & Herdiyanto, 2015).

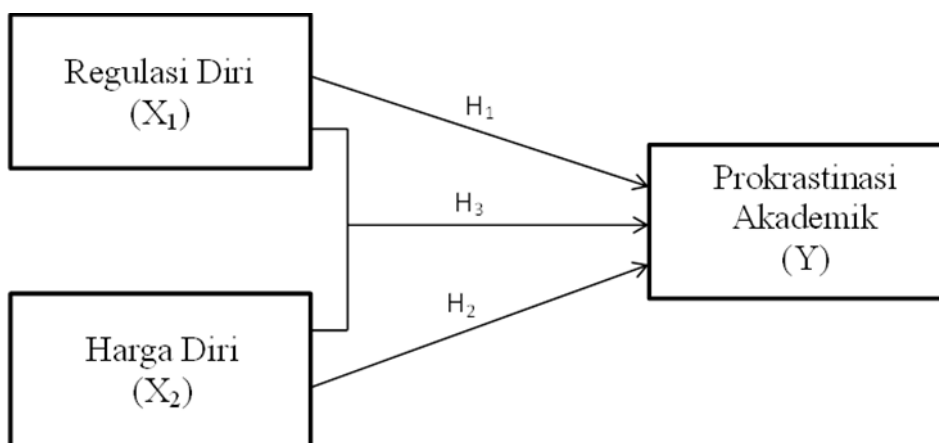
Self-esteem according to Putrisari et al (2017) is an evaluation process carried out by individuals towards themselves, which will later be related to the process of individual acceptance of themselves which will show the extent to which the individual feels capable, successful, and valuable. Meanwhile, according to Ugwuanyi et al (2020) self-esteem is related to one's belief in personal success, goals to be achieved, and personal performance based on previous experience. Self-esteem is a form of evaluation made by an individual or a form of habit of looking at oneself regarding an attitude of acceptance or rejection and an indication of the magnitude of the individual's belief in his ability, significance, success, and self-worth (Coopersmith (1967).

METHOD

In this study, the research method used by the researcher is a quantitative research method with survey data collection techniques. The sample used in this study was 142 undergraduate students of the Faculty of Economics in 2019 at the State University of Jakarta. In this study, it will be explained about the influence of the independent variable, namely Academic Procrastination on the dependent variable, namely Self-Regulation and Self-Esteem. Academic procrastination is a delaying behavior that is carried out by someone related to academic tasks, the delay is done consciously and repeatedly which will later become a habit that has a negative impact. Academic procrastination will be measured through statements that include indicators. By using a Likert scale instrument. Indicators that can measure academic procrastination are delays in starting work on assignments, being late in completing assignments, not according to the planned time, and doing other more enjoyable activities (Ferrari et al., 1995) (Nafeesa, 2018) (Saputra et al., 2020).

Self-regulation is a form of self-regulation to control, regulate, plan, direct and monitor every activity a person undertakes in order to achieve the desired goals. Self-regulation will be measured through statements that include indicators. By using a Likert scale instrument. Valid indicators can measure self-regulation according to

Zimmerman (1989) Rahayu et al. (2017) Farah et al. (2019) is Metacognition, Motivation, and Behavior. While self-esteem is a form of individual evaluation of himself that can be influenced by interactions with people in his environment which will later form a view of confidence in his abilities, significance, success, and self-worth. Self-esteem will be measured through statements that include indicators. By using a Likert scale instrument. Indicators that can measure self-esteem are significance, power, policy (virtue), and competence (Coopersmith, 1967a) (Sari & Rusli, 2019). The data analysis technique used in this study uses estimation regression mode parameters. From the obtained regression equation, then the regression test is carried out, so that the obtained equation is close to the actual situation. Data management in this study used the SPSS v.23 program. From the research method above, the constellation can be described as follows.



Gambar 1. Konstelasi Penelitian

RESULTS AND DISCUSSIONS

1. Validity and Reliability Test Results

There are 17 items in the academic procrastination variable with a Pearson Correlation value greater than 0.164 so it can be stated that all items are valid. Cronbach's Alpha academic procrastination variable is 0.826 > 0.6 so it can be declared reliable. The self-regulation variable has 12 statement items with the Pearson Correlation value of all items greater than 0.164 so it is said that all items are valid. Cronbach's Alpha self-regulation variable is 0.765 > 0.6 so it can be declared reliable. There are 19 items of self-esteem variable whose Pearson Correlation value of all items is greater than 0.164 so that all items are declared valid, and Cronbach's Alpha value of self-esteem variable is 0.761 > 0.6 so that it can be declared reliable.

2. Normality Test Results

Tabel 1. Hasil Uji Normalitas Kolmogorof Smirnov

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		142
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	6.00799351
Most Extreme Differences	Absolute	.056
	Positive	.049
	Negative	-.056
Test Statistic		.056
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Sumber : Data diolah oleh Peneliti (2021)

Based on the test results above, it can be seen that the asymp value. Sig. (2-tailed) in the Unstandardized Residual column of $0.200 > 0.05$, which means the level of significance in the data is greater than 0.05. So it can be concluded that the data used in this study is normally distributed

3. Linearity Test Results

Tabel 2. Hasil Uji Linearitas X1, Y

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
PROKRASINASI	Between	(Combined)	4013.654	22	182.439	4.755	.000
AKADEMIK *	Groups	Linearity	3092.043	1	3092.043	80.591	.000
REGULASI DIRI		Deviation from Linearity	921.611	21	43.886	1.144	.314
	Within Groups		4565.670	119	38.367		
	Total		8579.324	141			

Sumber : Data diolah oleh Peneliti (2021)

It is known that the significance value of Deviation from Linearity for the self-regulation variable with academic procrastination is $0.314 > 0.05$. It can be concluded that the variables of self-regulation and academic procrastination have a linear relationship.

Tabel 3. Hasil Uji Linearitas X2, Y

			Sum of Squares	df	Mean Square	F	Sig.
PROKRASTINASI AKADEMIK * HARGA DIRI	Between Groups	(Combined) Linearity	2839.036	29	97.898	1.910	.009
		Deviation from Linearity	1205.957	1	1205.957	23.530	.000
			1633.078	28	58.324	1.138	.310
Within Groups			5740.288	112	51.253		
Total			8579.324	141			

Sumber : Data diolah oleh Peneliti (2021)

4. Multicollinearity Test Results

Tabel 4. Hasil Uji Multikolinearitas

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	94.409	5.755		16.405	.000		
REGULASI DIRI	-.780	.099	-.537	-7.898	.000	.921	1.085
HARGA DIRI	-.247	.075	-.224	-3.296	.001	.921	1.085

a. Dependent Variable: PROKRASTINASI AKADEMIK

Sumber : Data diolah oleh Peneliti (2021)

It is known that the tolerance value for self-regulation and self-esteem variables is $0.921 > 0.1$ and the VIF value is $1.085 < 10$. It can be concluded that the regression model in this study does not have multicollinearity problems.

5. Heteroscedasticity Test Results

Tabel 5. Hasil Uji Heteroskedastisitas

			REGULASI DIRI	HARGA DIRI	Unstandardized Residual
Spearman's rho	REGULASI DIRI	Correlation Coefficient	1.000	.353**	-.055
		Sig. (2-tailed)	.	.000	.516
		N	142	142	142
HARGA DIRI	HARGA DIRI	Correlation Coefficient	.353**	1.000	-.021
		Sig. (2-tailed)	.000	.	.802
		N	142	142	142
Unstandardized Residual	Unstandardized Residual	Correlation Coefficient	-.055	-.021	1.000
		Sig. (2-tailed)	.516	.802	.
		N	142	142	142

** . Correlation is significant at the 0.01 level (2-tailed).

Sumber : Data diolah oleh Peneliti (2021)

It is known that the significance value of self-regulation (X1) is $0.516 > 0.05$ and the significance of self-esteem (X2) is $0.802 > 0.05$. So it can be concluded that the regression model in this study does not have heteroscedasticity problems.

6. Multiple Linear Regression Test Results

Tabel 6. Hasil Uji Regresi Linear Berganda

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
	1 (Constant)	94.409	5.755				16.405
REGULASI DIRI	-.780	.099	-.537	-7.898	.000	.921	1.085
HARGA DIRI	-.247	.075	-.224	-3.296	.001	.921	1.085

a. Dependent Variable: PROKRASINASI AKADEMIK

Sumber : Data diolah oleh Peneliti (2021)

Based on the table above, the multiple regression equation is obtained, namely $Y = 94,409 + 0,780 + 0.247$

7. F Test Results

Tabel 7. Hasil Uji F

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3489.790	2	1744.895	47.655	.000 ^b
Residual	5089.534	139	36.615		
Total	8579.324	141			

a. Dependent Variable: PROKRASINASI AKADEMIK

b. Predictors: (Constant), HARGA DIRI, REGULASI DIRI

Sumber : Data diolah oleh Peneliti (2021)

Based on the F test table above, it can be concluded that self-regulation and self-esteem have an effect

simultaneously on academic procrastination because F_{count} is $47.655 > F_{table}$ value is 3.06.

8. t test results

Tabel 8. Hasil Uji t

Model	Coefficients ^a						
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	94.409	5.755		16.405	.000		
REGULASI DIRI	-.780	.099	-.537	-7.898	.000	.921	1.085
HARGA DIRI	-.247	.075	-.224	-3.296	.001	.921	1.085

a. Dependent Variable: PROKRASINASI AKADEMIK

Sumber : Data diolah oleh Peneliti (2021)

From the table above, it is known that the tcount value is $-7.898 >$ the ttable value is 1.97718 , so the self-regulation variable (X1) has a significant negative effect on academic procrastination (Y). Meanwhile, for the self-esteem variable, the tcount value is $-3.296 >$ the ttable value is 1.97718 , so it can be concluded that the self-esteem variable (X1) has a significant negative effect on academic procrastination (Y).

9. Coefficient of Determination Test Results

Tabel 9. Hasil Uji Koefisien Determinasi X1, X2, Y

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.638 ^a	.407	.398	6.051

a. Predictors: (Constant), HARGA DIRI, REGULASI DIRI

b. Dependent Variable: PROKRASINASI AKADEMIK

Sumber : Data diolah oleh Peneliti (2021)

It is known that R^2 is 0.407 which indicates that 40.7% of Academic Procrastination can be explained by the independent variables in this study, namely Self-Regulation and Self-Esteem, the remaining 59.3% is explained outside of this research variable.

CONCLUSIONS AND SUGGESTIONS

Based on the data processing that has been done, the description of the data that has been described, as well as the analysis and discussion in this study, it can be concluded that there is a negative and significant influence between regulation on academic procrastination, besides that there is also a negative and significant influence between self-esteem and academic procrastination. , and there is a

simultaneous influence between self-regulation and self-esteem on academic procrastination in students of the 2019 Faculty of Economics at the State University of Jakarta. Therefore, it is recommended for undergraduate students of the Faculty of Economics class 2019 at the State University of Jakarta to continue to improve their regulations and self-esteem so as to reduce the level of academic procrastination.

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