

ABSTRAK

IRFAN MUHAMAD FAJAR. 2018. **PENGARUH *SELF REGULATED LEARNING* DAN *SELF EFFICACY* TERHADAP PROKRASTINASI AKADEMIK PADA MAHASISWA JURUSAN PENDIDIKAN EKONOMI UNIVERSITAS SILIWANGI.** Jurusan Pendidikan Ekonomi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya. Dibawah Bimbingan Astri Srigustini, S.Pd., M.Pd., dan Kurniawan, S.Pd., M.M.

Masalah dalam penelitian ini yaitu tingginya prokrastinasi akademik yang dilakukan oleh mahasiswa. Metode penelitian yang digunakan yaitu metode kuantitatif survei. Tujuan penelitian ini adalah untuk mengetahui pengaruh *self regulated learning* dan *self efficacy* terhadap prokrastinasi akademik mahasiswa. Desain penelitian yang digunakan dalam penelitian ini adalah survei *explanaory*. Populasi pada penelitian ini yaitu mahasiswa Jurusan Pendidikan Ekonomi Angkatan 2022 Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi Tasikmalaya. Teknik pengambilan sampel menggunakan sampel acak sederhana sehingga didapatkan 102 responden. Teknik pengumpulan menggunakan kuesioner tertutup dan teknik analisis data yaitu menggunakan uji normalitas, uji linearitas, uji multikolinearitas, uji heteroskedastisitas, analisis regresi linear berganda, uji koefisien determinasi R^2 , uji t, dan uji F. Hasil penelitian menunjukkan bahwa 1) Terdapat pengaruh *self regulated learning* terhadap prokrastinasi mahasiswa dengan nilai signifikansi ($0,000 < 0,05$). 2) Terdapat tidak ada pengaruh *self efficacy* terhadap prokrastinasi akademi mahasiswa dengan nilai signifikansi ($0,222 > 0,05$). 3) Terdapat pengaruh *self regulated learning* dan *self efficacy* terhadap prokrastinasi akademik mahasiswa dengan nilai signifikansi ($0,000 < 0,05$). Mahasiswa diharapkan untuk dapat meningkatkan kemampuan untuk mengatur dan mengontrol proses belajar dan keyakinan terhadap kemampuan diri serta mengurangi kebiasaan menunda-nunda tugas akademik.

Kata Kunci : *Self Regulated Learning*, *Self Efficacy*, Prokrastinasi Akademik

ABSTRACT

IRFAN MUHAMAD FAJAR. 2018. THE EFFECT OF SELF REGULATED LEARNING AND SELF EFFICACY ON ACADEMIC PROCRASTINATION IN STUDENTS OF ECONOMIC EDUCATION DEPARTMENT, SILIWANGI UNIVERSITY. Department of Economic Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya. Under the guidance of Astri Srigustini, S.Pd., M.Pd., and Kurniawan, S.Pd., M.M.

The problem in this study is the high level of academic procrastination among students. The research method used is the quantitative survey method. The purpose of this research is to determine the effect of self-regulated learning and self-efficacy on student academic procrastination. The research design used in this study is an explanatory survey. The population in this study were students of the Department of Economic Education Class of 2022, Faculty of Teacher Training and Education, Siliwangi University Tasikmalaya. The sampling technique used a simple random sampling so that 102 respondents were obtained. The collection technique used a closed questionnaire and data analysis techniques, namely using normality test, linearity test, multicollinearity test, heteroscedasticity test, multiple linear regression analysis, R² coefficient of determination test, t-test, and F test. The results showed that 1) There is an influence of self-regulated learning on student procrastination with a significance value ($0.000 < 0.05$). 2) There is no effect of self-efficacy on student academic procrastination with a significance value ($0.222 > 0.05$). 3) There is an influence of self-regulated learning and self-efficacy on student academic procrastination with a significance value ($0.000 < 0.05$). Students are expected to be able to increase their ability to regulate and control the learning process and have confidence in their abilities and reduce the habit of procrastinating academic tasks.

Keywords: Self Regulated Learning, Self Efficacy, Academic Procrastination