***SELF-REGULATED LEARNING* DAN**

**PROKRASTINASI AKADEMIK PADA SISWA KELAS XI**

**SMA NEGERI 2 PURWOKERTO**

**Windriya Sri Santika, Dian Ratna Sawitri\***

Fakultas Psikologi Universitas Diponegoro

[windriya.santika@gmail.com](mailto:windriya.santika@gmail.com), dian.r.sawitri@gmail.com

**ABSTRAK**

Prokrastinasi akademik merupakan suatu hal yang patut diwaspadai oleh seluruh siswa, salah satunya yaitu oleh siswa kelas XI, karena dapat berdampak pada penurunan prestasi akademiknya. Untuk mengurangi dampak tersebut, perlu adanya kontrol diri dalam belajar yang dapat menunjang dalam pencapaian tujuan belajarnya dengan cara mengatur dan mengendalikan sistem belajar yang dikenal dengan *self-regulated learning*. Penelitian ini bertujuan untuk mengetahui hubungan antara *self-regulated learning* dengan prokrastinasi akademik pada siswa kelas XI SMA Negeri 2 Purwokerto. Hipotesis penelitian ini adalah ada hubungan negatif dan signifikan antara *self-regulated learning* dengan prokrastinasi akademik pada siswa kelas XI di SMA Negeri 2 Purwokerto. Populasi penelitian adalah 299 siswa kelas XI dan sampel penelitian berjumlah 162 siswa. Sampel ditentukan dengan teknik *cluster random sampling*. Pengumpulan data menggunakan skala prokrastinasi akademik (30 aitem, α = .89) dan skala *self-regulated learning* (35 aitem, α = .90). Analisis regresi sederhana menunjukkan adanya hubungan negatif yang signifikan antara *self-regulated learning* dengan prokrastinasi akademik (rxy = -.82 dengan *p* < 0.01), yang berarti bahwa semakin tinggi *self-regulated learning* maka semakin rendah prokrastinasi akademik. *Self-regulated learning* memberikan sumbangan efektif sebesar 67% terhadap prokrastinasi akademik. Bagi peneliti selanjutnya yang tertarik untuk mengadakan penelitian dengan topik yang sama disarankan agar lebih memperhatikan subjek penelitian dengan cara melakukan penelitian terhadap populasi yang lebih luas.

Kata kunci**:** prokrastinasi akademik, self-regulated learning, siswa SMA

\* penulis penanggungjawab

**SELF-REGULATED LEARNING AND ACADEMIC PROCRASTINATION OF 11TH GRADE STUDENTS AT**

**STATE SENIOR HIGH SCHOOL 2 PURWOKERTO**

**Windriya Sri Santika, Dian Ratna Sawitri\***

*Faculty of Psychology Diponegoro University*

[windriya.santika@gmail.com](mailto:windriya.santika@gmail.com), dian.r.sawitri@gmail.com

**ABSTRACT**

*Academic procrastination is a matter that should be worried by all students, one of which is by student of 11th grade students, because it can affect to academic achievement. In order to reduce these impacts, there are need self-control in learning that can support the academic achievement by regulating and controlling the learning system, known as self-regulated learning. This study aimed to analyze the relationship between self-regulated learning with academic procrastination of 11th grade students at state senior high school 2 Purwokerto. The hypothesis of this study is that there is a negative and significant relationship between self-regulated learning with academic procrastination of 11th grade students at state senior high school 2 Purwokerto. The population is 299 of 11th grade students and the sample consist of 162 students. The sample was determined by cluster random sampling technique. For collected data used the Academic Procrastination Scale (30 items, α = .89) and the Self-Regulated Learning Scale (35 items, α = .90). Simple regression analysis showed that there are negative correlation and highly significant between self-regulated learning with academic procrastination (rxy = -.82, p < 0.01), it means that if self-regulated learning became higher, so that academic procrastination will be lower. Self-regulated learning contributes 67% to academic procrastination in this study. For the future researcher who interest to research with the same topic suggested for pay more attention to the subject in wider population.*

*Key words: academic procrastination, self-regulated learning, high school students*

*\* responsible author*