Does Self-regulated Learning Have Relationship with Academic Procrastination?: Study on Middle School Students in Surabaya's Coastal Area

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Abstract: This study aimed to describe academic procrastination and self-regulated learning in middle school students in Coastal Area and also to determine relationship between self-regulated learning and academic procrastination among middle school student in coastal area. The subjects of this research consisted of 194 students from two private schools in coastal area, the Bulak sub-district, Surabaya, Indonesia. Research data analysis was done using the descriptive statistic method and product moment correlation technique using the SPSS 16.0 for windows program. Result of descriptive statistic analysis showed that most private middle school students in the coastal area had moderate academic procrastination level. The other result said that half of the students in the coastal area had high self-regulated learning level and the other half had moderate self-regulated learning level. Result of product moment correlation analysis showed that there was a significant negative correlation between self-regulated learning and academic procrastination in private middle school students in the coastal area. Discussion in this study highlighted some of recommendations that can be considered by later researcher about academic procrastination in students in coastal area.

1 INTRODUCTION

Middle school is an important stage of education because in this stage the students are entering adolescence, with age ranging from 12 to 14 years old. Adolescence is a transitional phase between childhood and adulthood. This transitional phase could cause stress for adolescence because of the many changes they experience individually, family wise and in school (Santrock, 2007). In this period, adolescence experience big and essential changes concerning their psychological maturity, like cognitive, emotional, and moral aspects.

Furthermore, the emotional development aspect of adolescents is also improved, adolescents are easier to be influenced by the environment's socio-emotional conditions, particularly families and peers. On the other hand, adolescents also experience changes in their moral development. This encourages adolescents to have a feeling of responsibility to finish their academic tasks. However, in undertaking their academic responsibilities, they often experience problems, so they tend to postpone finishing their academic tasks (Santrock, 2007).

Academic procrastination can be defined as the tendencies to (1) always or almost always delay academic assignments (2) always or almost always experience anxiety concerning the procrastination they do (Solomon, Rothblum & Murakami, 1986). Academic procrastination is form of procrastination done by students that restricted to tasks and activities related for learning and studying (Steel, 2016). Academic procrastination includes delays in academic tasks such as (1) writing final exams, (2) studying for exams, (3) fulfilling weekly assignments, such as reading or other tasks, (4) administrative tasks, such as filling out forms, registering classes and receiving identification cards, (5) attendance assignment, such as meeting with a supervisor or professor and (6) general school activities, such as going to school or going to class (Solomon and Rothblum, 1984).

A metaanalysis study about procrastination stated that age was negatively related to procrastination which procrastinator more likely to be found in a younger age group (van Eerde,2003). Ozer also stated that graduate students claimed to be

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nearly always or always procrastinate on writing term papers, while undergraduate and high school students claimed to be nearly always or always procrastinate on studying for exams (Ozer, 2011) Another research also stated that college students report higher procrastination significantly than high school students both on specific task which are studying for exams, completing reading assignment and writing paper an overall procrastination (Janssen, 2015). One of result study In Indonesia stated that undergraduate students procrastinate more often on academic tasks such as study for exams, completing papers and doing weekly assignments, those academic tasks have already done by students in the senior or junior high school, that result indicate that procrastination in undergraduate students was manifestation of procrastination in the previous education level (Handaru, Lase & Paramita, 2014).

Here are some studies about procrastination in Indonesia with sthe subject of researchs are junior high school students. Zakiyah et al. (2010) conducted a study of the relationship between self-adjustment and academic procrastination in students of boarding schools in SMP N 3 Peterongan Jombang. In the study, Zakiyah et al. (2010) found that 50.52% of students had academic procrastination in the low category, 35.05% in the very low category, 13.4% in the medium category, 1.03% in the high category, and 0 % in the very high category. The data shows that academic procrastination of regular VII grade students in SMP N 3 Peterongan Jombang tends to be low. Ramadhani (2017) showed that academic procrastination in 8th grade students of SMP N 1 Sentolo was in the moderate category. Research by Munawaroh, Alhadi, and Saputra (2017) showed that 17.2% of students in SMP 9 Yogyakarta had high academic procrastination, 77.1% had moderate academic procrastination and 5.7% had low academic procrastination. Another research by Tjandra (2012) on 8th grade students in one of Bandung's middle school showed that 51.8% students had high academic procrastination.

Different data was found in VIII class students at SMP Negeri 1 Kota Mungkit Magelang. Verdiawati (2012) found that 50% of students had academic procrastination in the medium category, 45.83% in the low category, 4.17% in the high category, and 0% in the very low and very high category. Based on the results of the research by Verdiawati (2012), it can be concluded that the majority of VIII class students in SMP Negeri 1 Kota Mungkit Magelang have moderate academic procrastination.

Another research state that 53% of students delay to starting work, 53% postpone completing the task completely, 53% not take into account the limited time they have, and 52% overall academic procrastination (Nitami et. al.,2015).

Research results explained above had shown that middle school students had academic procrastination problems. Academic procrastination could be understood as the failure to do the wanted, intended, and supposedly done academic tasks in the wanted/expected period of time (Senecal, Koestner, and Vallerand, 1995). Procrastination is described as the individual's struggles in doing everyday tasks because of the individual's incapability to organize and manage time effectively (Ferrari, Johnson, & McCown, 1995). Academic procrastination could be defined as an act to deliberately postpone doing a task even after taking account for the bad impact of doing so (Steel, 2007).

A number of harm to students who do academic procrastination, are (1) experiencing unhealthy sleeping and eating habits (2) showing high levels of stress, anxiety, and guilt (Sirois and Tosti, 2012 in Xu, 2016); (3) higher risk of doing academic fraud (4) have different quality of work compare to students who don't procrastinate (Patrzek, Sattler, Veen, Grunschel, and Fries, 2014) as well as (5) getting low scores (Akinsola, Tella and Tella, 2007). These harms shows the importance of research on academic procrastination so that these harms could be prevented and avoided from other students.

A research by Motie, Heidari, and Sadeghi (2012) stated that academic procrastination in highschool students was negatively correlated with internal and external goal orientation, metacognition regulation, time management and learning environment as well as effort management. Another research that was done by Park (2008) concluded that student who procrastinate had shortcomings in time management, effort and attention in finding distraction, also they don't have a strong commitment to goals. Individuals who procrastinate have shortcomings in determining a strong commitment to a goal, regulate metacognition, time management as well as effort management in facing troubles and management of learning environment, are several aspects of self-regulated learning. The above researchs showed that self-regulated learning is one variable that correlates with academic procrastination.

Several research showed that there is a correlation between self-regulated learning with academic procrastination in students. One of those research was by Santika and Sawitri (2016) which in their research mentioned that there were a significant negative correlation between self-regulated learning with academic procrastination in 11th grade students

with a correlation coefficient of 0.82. Another one was on akselerasi (acceleration) students grade 10, which was done by Savira and Suharsono (2013) with similar results and correlation coefficient of 0.73.

The definition of self-regulated learning concluded by experts is the degree of how much of the students' active participation in the learning process whether meta cognitively, motivation and behavior (Zimmerman, 1986 in Zimmerman, 2008). Self-regulated learning is the application of the regulation and self-regulation general module in the context of learning and especially in the context of academic. Self-regulation is not a mental abilit or an academic achievement skill. Self-regulated learning is the process of directing oneself, where the learner changes their mental ability into academic skills. Learning is seen as an activity where the learner proactively do something for themselves and not as a reaction to the lecture of the teachers. Self-regulation refers to the emergence of thoughts, feelings and behavior leading to the achievement of goals (Zimmerman, 2002). Self-regulated learning is an active and constructive process where the learners determine the purpose of the learning process and try to supervise, manage, and control their cognition, motivation and behavior. Cognition, motivation, and behavior are led and adjusted with the purpose and the context in the environment (Wolters, Pintrich, and Karabenick, 2003).

Self-regulated learning is the active participation of students in the process of learning they are good in metacognition, motivation and behavior (Zimmerman, 2008). Self-regulated learning focuses on the use of process or specific response aim to proactively improve students' academic achievements. Children in middle school, are able to develop self-regulation but they can't improve it without counselling and continuous support (Eggen & Kauchak, 2010).

Coastal areas have different education conditions compare to other areas. Coastal areas need more attention than other areas so that the children in coastal areas could gain the same opportunities with other children in Indonesia. Children in coastal areas are behind in gaining access to education because the lack of education facilities and awareness from parents on the importance of education (Yembise, 2015 in Pendidikan Anak di Wilayah Pesisir masih memprihatinkan). The educational profile of fishermen people are 79.05% had not finish elementary school, 17.59% had finished elementary school, 1.9% had finished middle school; 1.37% had finished high school, and 0.03% had finished diploma or bachelor degree. The educational background influence the use of technology, management organization, and behavior improvement (in Riyadi, 2004). Therefore, students in the coastal areas have the potential to not have been counselled about self-regulated learning from the parents.

Adolescents in middle school are starting to be expected to learn independently, they receive less help from teachers and parents in doing their academic tasks. However, parents' support still affect the success of the adolescent's learning process in the next phases. A student need the ability to manage their learning environment, manage time, overcome obstacles, maintain motivation and control negative emotions in doing their homework independently. Those skills are part of self-regulated learning (Xu, 2003). A research by Ramdass and Zimmerman (2011) showed that parents' involvement in time management planning could improve the students' ability in devising an affection cognitive strategy, and behavior in learning.

Results from the interviews with several private school teachers by the researcher in the coastal areas showed that middle school students in the coastal area experiences several problems in school some of the are late to class, not coming back in after recess time and skipping school. There were even middle school students in the coastal area who came late during the National Exam (Sulis, 2018). Parents in the coastal area are 70% fishermen, the rest are industrial workers or others. In addition, parents in the coastal area tend to not to watch over their children all the time, especially watching over their education (Camilla, 2018). Based on the result of interviews the researcher deemed it important to do descriptive and correlative research concerning academic procrastination and self-regulated learning in middle school in the coastal areas.

Research on self-regulated learning and academic procrastination in coastal areas are rarely done. Research on people in the coastal areas is vital in order to explore the correlation between self-regulated learning with academic procrastination in various context. This research aims to describe academic procrastination and self-regulated learning in middle school students in coastal areas as well as finding the correlation between self-regulation with academic procrastination in middle school students in coastal areas. The hypothesis of this research is that there is a significant correlation between self-regulated learning with academic procrastination of students in private schools in coastal areas.

2 METHODS

This research is included in the correlational research category. Correlational research collecting data to determine whether and to what degree, a relationship exist between two or more quantifiable variables, and the degree of relationship is expressed as a correlation coefficient (Gay, Mills & Airasian, 2006). This research was done to middle school students of private schools in Surabaya's coastal area which consist of students in two private middle school in Bulak sub-district, Surabaya. The number of participants in this research are 194 students in 7th and 8th grade.

The instruments used to gather data in this research is a questionnaire which consist of two scales, the academic procrastination scale and the self-regulated learning scale. The academic procrastination scale is used to reveal the students' evaluation on the act of postponing academic tasks. The academic procrastination scale was constructed by the researcher based on the theory proposed by Ferrari (1993, 1995, 2000) consists of 15 items with a scale reliability of 0.894. Self-regulated learning scale is used to reveal the evaluation of the use of cognition, metacognition, motivation, and behavioral strategies in learning. Self-regulated learning scale refers to the components in the Motivated Strategies for Learning Questionnaire (MSLQ) that have been modified by Nugraha (2016). The self-regulated learning scale consists of 30 items with a reliability of 0.873. The data are analyzed using descriptive statistic analysis by determining the percentage value. While in order to see the correlation between both variables, product moment correlation technique is used with the help of the SPSS 16.0 for windows program.

3 RESULTS

3.1 Descriptive Statistic Analysis

Descriptive statistic analysis was done by describing subjects based on the norm. The category norm used are low, moderate and high.

Based on the table 1 above it can be seen that 46.90% middle school students in Surabaya's coastal area had moderate self-regulated learning, 53.09% in the high category. Based on table 2 above it can be seen that 9.27% of middle schools students in Surabaya's coastal area had academic procrastination in the high category, 67.52% in the moderate category, and 23.19% in the low category.

Table 1 : Self-Regulated Learning in Middle School Students in Coastal Area.

Component	Category					
	Low		Moderate		High	
	Total	Percentage	Total	Percentage	Total	Percentage
Motivation	0	0%	94	48,45%	100	51,54%
Metacognition	1	0,5%	103	53,09%	90	46,39%
Cognition	0	0%	98	50,51%	96	49,48%
Behavior	0	0%	104	53,60%	90	46,39%
Total Score	0	0%	91	46,90%	103	53,09%

Table 2 : Academic Procrastination Middle School Students in Coastal Area.

Aspect	Category					
	Low		Moderate		High	
	Total	Percentage	Total	Percentage	Total	Percentage
Post-pone to start	40	20,61%	131	67,52%	21	10.82%
Post-pone to finish	57	29,38%	123	63,40%	14	7,21%
Work slowly	39	20,10%	140	72,16%	15	7,81%
Doing other activities	42	21,64%	148	76,28%	14	7,21%
Total Score	45	23,19%	131	67,52%	18	9,27%

Table 3: Results of Normality and Linearity Test.

Variables	Sig. Normality Test	Conclusion of normality Test	Sig. Linearity Test	Conclusion of linearity Test
Self-Regulated Learning	0.210 (p>0.05)	Data distribution is normal	0.005 (p < 0.05)	Correlation of the two variables is linear →Pearson product moment correlation test could be done
Academic Procrastination	0.647 (p>0.05)	Data distribution is normal		

Table 4: Result of *Product Moment Pearson* Correlation Test.

Correlation test	r	R^2	Sig.	Conclusion
Self Regulated Learning * Academic procrastination	-0.197	0.039	0.006 (p < 0.05)	There is a significant negative correlation.

3.2 Assumption Test

An assumption test needs to be done before product moment correlation test. The assumption test that was carried out was the normality and linearity tests. Data normality test was done to find out whether the data was observed in this research is normal or not. Normality test was carried out with the help of *SPSS 16.0 for windows program* using the kolmogorov-smirnov statistical technique with decision making guidance that is if the significance value (sig.) or probability value (p) >0,05 indicates normal data distribution. Otherwise, if sig. P< 0,05 the data distribution is not normal. Liniearity test aimed to determine the tendency of the relationship between variables self-regulated learning and acaemic procrastination. The tendency of a relationship on twi variables was carried out with the help of SPSS 16.0 for windows using the compare means statistical technique with decision making guidance that is if the significance values (sig.) <0.05 indicates the data from two variables is linear.

Table 3 show the result of the normality and linearity tests on self-regulated learning and academic procrastination in middle school students in Surabaya's coastal area. Based on the result of the normality test, it can be seen that the significance of academic procrastination is equal to 0,647 (>0,05), it can be concluded that the data distribution of academic procrastination is normal. Based on the result of the liniearity test, it can be seen that the significane of two variable is equal to 0,005 (<0,05), it can be conclude that the data from two variables are linier.

3.3 Correlation Analysis

Assumption test consisting of normality test and liniearity test as prerequisite before conducting a correlation test has been carried out. Tha data have normal distribution and the data from two variables are linear. This indicates that the data analysis technique in this study might use Pearson Product moment correlation because the precondition before conducting the correlation test have been fulfilled.

Based on Table 4, it is known that the correlation coefficient value between self-regulated learning and academic procrastination was -0.197 with sig. 0.006. This means that there was a significant and negative correlation between self-regulated learning with academic procrastination in middle school students in the coastal area.

4 DISCUSSIONS

4.1 Self-Regulated Learning among Middle Students in Coastal Area

Based on the result in table 1 it is known that self-regulated learning in middle school students in the coastal area that was categorized as moderate were 46.90% and high were 53.09%. This shows that most of private middle school students in the coastal area were sufficiently able to direct their motivation, metacognition, cognition and behavior when learning.

The term self-regulated learning comes from social cognitive theories. Social cognitive theories gives the model on the cause and effect involving triadic reciprocal determinism. The triumvirate that determines this reciprocal or cause and effect

relationship are behavior, cognition, and other personal factors (person), as well as the environment. These three elements which determine the reciprocal relationship, each doesn't have the same proportion of effect. Some have stronger effect compare to others. These three elements also don't give the effects at the same time. Causal factors need time to show their influence and cause impact or consequences (Bandura, 1989).

Personal, behavioral, and enviromental factors interplay with one another. When a learner is able to direct oneself, personal factors will be directed to manage behavior strategically as well as the learning environment. The use of self-regulated learning strategies in learning could help students to improve their personal control over their behavior and environment (Zimmerman, 1989). Therefore, students who are able to manage their cognition, behavior, and environment will realize their task so that they won't postpone it, and will not engage in other activites in effor to finish the tasks. So, students who could do self-regulated learning will not be tangled in academic procrastination.

Data of self-regulated learning aspect showed that students tend to use motivation and cognitive components in directing their learning behavior. The number of students who used metacognition and behavior components in managing their learning behavior were not so many. Even though metacognition and behavior components in self-regulated learning are also important to prevent students from academic procrastinations. This can be explained with Temporal Motivation Theory (TMT) expressed by Steel (2007). Temporal Motivation Theory TMT consists of five basic components, utility, value, expectancy, sensitivity to delay, and time delay. Metacognition component in self-regulated learning has attraction with value component. Value shows awareness on how much satisfaction will be gained when a goal is achieved. An event is considered attractive or not dependent on individual differences and situations being faced. Goals could give satisfaction in various degrees. An individual's value could be predicted by knowing the need power and how big of a satisfaction will be gained if a goal is achieved. While behavior component in self-regulated learning is related with sensitivity to delay in TMT. This component is related with impulsivity, easily distracted or disturbed and no self-control. The higher this component inside an individual, the higher the procrastination. Interventions that could be suggested are control stimulus and forming independence

4.2 Academic Procrastination among Middle Students in Coastal Area

The academic procrastination level of private middle school students in the coastal area is as followed, 23.19% were categorized as low, 67.52% were moderate and 9.27% were high. This shows that even though there were students that were categorized as high in their academic procrastination, more of them were in the moderate and low categories. The result of this research is in parallel with the previous research by Ramadhani (2017) which showed that academic procrastination of 8th grade students in SMP N 1 Sentolo tend to be in the moderate category. The result of this research also supports another research by Munawaroh, Alhadi and Saputra (2017) which showed that 17.2% of SMP 9 Yogyakarta students had high academic procrastination, 77.1% had moderate academic procrastination and 5.7% had low academic procrastination. Another similar result is a research by Hanggara (2014) which showed that most 8th grade students from SMPN 2 Pare had moderate academic procrastination, with 117 respondents (86%) in that category, out of 135 respondents.

Based on data on the aspect of academic procrastination scale in table 2, it is known that the highest percentage from the academic procrastination aspect by the participants when postponing their work was doing other activities that were considered to be more fun. This result can be explained with the cognitive-affective personality system (CAPS) approach on procrastination. Based on CAPS approach, cognitive factor that could cause someone to procrastinate are avoidance and impulsiveness. Avoidance happens because of situations that is assumed threatening or unlikeable. Individuals asses situations differently from person to person, is the situation threatening, potential loss, or beneficial. An individual could asses a situation negatively because they doesn't have something in them, an individual could also evaluate positively because they want to achieve something ideal that they may hope to get. Avoidance or repressive coping styles are indicated by rejection strategies toward negative emotional stimulus and involves disturbance using happy thoughts and memories (Boden and Baumister, 1997 in Eerde, 2000). When a student receive a task, the task will be deemed unpleasant so the reaction that emerges is postponing work on the task and prefer more pleasant activites like watching TV, playing football or online games.

4.3 Relationship between Self-regulated Learning and Academic Procrastination among Middle Students in Coastal Area

Result from the product moment correlation test showed that there was a significant negative correlation between self-regulated learning and academic procrastination in private middle school students in the coastal area of Surabaya. This is in parallel with the research from Ardina and Wulan (2016) who stated that the higher self-regulated learning the more it will influence the decline in academic procrastination.

The correlation coefficiency between self-regulated learning and academic procrastination in private middle school students in the coastal area was 0.197. Cohen (1988 in Pallant, 2007) stated that correlation coefficiency in the span between 0.1-0.29 is considered small. The result of this research is in line with the research by Misdarly, Zubir, and Mulyani (2015) who explained that the correlation coefficiency between self-regulated learning and academic procrastination in SMK N 6 Padang students was 0.286. Effective contribution of self-regulated learning toward academic procrastination in middle school students in the coastal area is as big as 4% so there were many other factors that could have influenced the academic procrastination of middle school students in the coastal area.

There are many researches that study the factors influence students' academic procrastination. However, the researcher will present research results that best connect with this research, which are researchs that involve middle school students as subjects. Research result from Hanggara (2014) showed that the most influential internal factor to middle school students' academic procrastination was their physical condition. While the most influential external factors to academic procrastination were parenting styles of the parents. Another research about the factors of middle school students' academic procrastination is the research by Esmaeli and Monadi (2016). The result of that research showed that factors contributing to middle school students' academic procrastination were (a) Time spent at school. Students in this research spent about 9 hours in school. The amount of time spent at school, made students exhausted with school related stuff, so that driven them to academic procrastination. (b) The role of parents and use of positive and negative reinforcements toward the students. The role of father as a role model and mother as the provider of help and support. Students with high procrastination, showed insignificant roles from both parents. Negligent parenting style that involves busy parents, no limits and parents who can't build close relationship with their children and easy-going parenting style that involves parents who continuously give children presents, and benefits but not what they need. Children that grow up with these parenting styles will become apathetic and lonely as well as loss of self-innovation and motivation. These parenting styles make it hard for students to push themselves to do their best in working on tasks which then leads to academic procrastination.

Other factors causing procrastination in middle school students were (c) feeling of competitiveness and influence of peers. Students in cities are more competitive compare to students in rural areas. As they grow older, the competitiveness between students whether in cities or rural area intensifies. Social environment also plays a role in shaping competitive or cooperative behavior, that lead to the tendency of procrastination. Students usually do things that their peer do, like playing online games, football etc. Students usually spend time with their friends and go home late at night, which made them loose time to study. (d) choosing immediate reinforcements than aiming for later reinforcements. Students usually play and have fun, they postpone academic tasks until late before time to hand in the tasks or they study just one day before a test and make excuses for themselves so they could postpone the work, they also sometimes don't study for a test. An individual usually prefers immediate reinforcements even if it's little than actions with later but larger reinforcements. This could be handled using personal control over the time an individual has.

The above explanation about factors affecting academic procrastination showed that there are many other factors other than self-regulated learning that could influence students' academic procrastination. So for the next research with subjects from the coastal area needs to put in to consideration factors other than self-regulated learning to know factors that affect academic procrastination of middle school students in Surabaya's coastal area. The next researcher could consider to use variables like parenting styles and peer influence as factors influencing academic procrastination of students in coastal areas. This is in accordance with the result from the interviews of this research toward middle school teachers in the coastal area who stated that the problems with students in the coastal area among others are, skipping school to play online games with friends

and also parents who don't supervise their children's education (Camilla, 2018). Furthermore, research on parenting style of parents in coastal areas showed that parenting styles of people living in coastal areas tend to be authoritarian, filled with limitation and punishments as well as permissive, where parents tend to not care or ignore their childrens' education development (Rahman and Yusuf, 2012). One factor influencing the parenting style of people in coastal areas is education. Parents with low educational background have litte to no awareness of their children's educational development (Ariswandha, 2013).

5 CONCLUSION

Research result showed that most private middle school students in the coastal area had moderate academic procrastination level. It could be said that half of the students in the coastal area had high self-regulated learning level and the other half had moderate self-regulated learning level. The research result also showed that there was a significant negative correlation between self-regulated learning and academic procrastination in private middle school students in the coastal area. Training in order to improve self-regulated learning in private middle school students in the coastal area is deemed necessary considering the number of students who had low self-regulated learning was almost half the number of population. Self-regulated learning could emphasize more on improving the metacognition component that is training students to evaluate, plan and supervise behavior component from self-regulated learning, like managing efforts, time and looking for help. Result of this research also conclude that there are still many factors affecting private middle school student's academic procrastination. The next research could consider parents' parenting styles and peer influence in affecting academic procrastination of middle school students in the coastal area.

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