

HUBUNGAN ANTARA *SELF REGULATED LEARNING* DENGAN PROKRASTINASI AKADEMIK PADA SISWA *FULL DAY SCHOOL*

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ABSTRAK

Sistem pembelajaran full day school merupakan sistem pembelajaran dengan konsep lima hari kerja di sekolah yakni Senin – Jum'at, dilaksanakan delapan jam setiap harinya selama lima hari. Sistem pembelajaran ini menambah jam belajar, materi pembelajaran, sehingga jadwal sekolah siswa menjadi lebih padat. Sistem pembelajaran full day school ini menuntut siswa untuk bisa memanajemen, mengatur, serta mengelola diri sendiri secara mandiri pada sisi akademik. Siswa yang tidak mampu meregulasi dirinya dalam hal akademik akan memunculkan perilaku prokrastinasi akademik. Penelitian ini bertujuan untuk mengetahui hubungan antara self regulated learning dengan prokrastinasi akademik pada siswa full day school di wilayah Yogyakarta. Metode penelitian yang digunakan yaitu metode penelitian kuantitatif. Subjek dalam penelitian ini berjumlah 100 responden dengan kriteria siswa SMA/SMK, laki-laki maupun perempuan, berdomisili di Yogyakarta, sekolah full day school di Yogyakarta. Teknik pengambilan subjek menggunakan purposive sampling, yaitu berdasarkan kriteria yang telah ditentukan oleh peneliti. Pengumpulan data menggunakan skala self regulated learning berdasarkan teori Zimmerman (1990) dan skala prokrastinasi akademik berdasarkan teori McCloskey & Scielzo (2015). Uji hipotesis dengan teknik korelasi product moment menunjukkan nilai signifikansi sebesar 0,000 ($p < 0,05$) artinya diterima H_a . Sementara nilai koefisiennya sebesar -0,645 (bernilai negatif). Hasil dari penelitian ini yaitu terdapat hubungan negatif yang signifikan antara self regulated learning dengan prokrastinasi akademik pada siswa full day school. Artinya, semakin tinggi self regulated learning maka semakin rendah prokrastinasi akademik pada siswa full day school dan semakin rendah self regulated learning maka semakin tinggi pula prokrastinasi akademik pada siswa full day school.

Kata kunci: *Full day school, Prokrastinasi akademik, Self regulated learning*

THE RELATIONSHIP BETWEEN SELF REGULATED LEARNING AND ACADEMIC PROCRASTINATION IN FULL DAY SCHOOL STUDENTS

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ABSTRACT

The full day school learning system is a learning system with the concept of five working days at school, Monday - Friday, carried out eight hours every day for five days. This learning system adds hours of study, learning materials, so that the student's school schedule becomes more dense. This full day school learning system requires students to be able to manage, organize, and manage themselves independently on the academic side. Students who are not able to regulate themselves in academic terms will lead to academic procrastination behavior. This study aims to determine the relationship between self-regulated learning and academic procrastination in full day school students in the Yogyakarta area. The research method used is a quantitative research method. The subjects in this study amounted to 100 respondents with the criteria of high school / vocational students, male and female, domiciled in Yogyakarta, full day school in Yogyakarta. Subject taking technique using purposive sampling, which is based on the criteria that have been determined by the researcher. Data collection uses a self-regulated learning scale based on Zimmerman's (1990) theory and an academic procrastination scale based on McCloskey & Scielzo's (2015) theory. Hypothesis testing with the product moment correlation technique showed a significance value of 0.000 ($p < 0.05$), meaning that H_a was accepted. While the coefficient value is -0.645 (negative value). The results of this study are that there is a significant negative relationship between self-regulated learning and academic procrastination in full day school students. That is, the higher the self-regulated learning, the lower the academic procrastination of full-day school students and the lower the self-regulated learning, the higher the academic procrastination of full-day school students.

Keywords: Full day school, academic procrastination, Self regulated learning