

PROKRASTINASI AKADEMIK DITINJAU DARI SELF REGULATED LEARNING DAN DUKUNGAN SOSIAL PADA MAHASISWA PROGRAM STUDI SISTEM INFORMASI UNIVERSITAS PRIMA INDONESIA

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan *Self Regulated Learning* dan Dukungan Sosial dengan Prokrastinasi Akademik. Sampel pada penelitian ini adalah 186 mahasiswa Program Studi Sistem Informasi Universitas Prima Indonesia. Teknik pengambilan sampel yang digunakan adalah *Simple Random Sampling*. Data dikumpulkan melalui penyebaran skala kepada subjek penelitian dan dianalisis dengan teknik analisis regresi berganda. Setelah dianalisis, maka didapatlah hasil uji hipotesis mayor yang menunjukkan ada hubungan *Self Regulated Learning* dan Dukungan Sosial dengan Prokrastinasi Akademik dilihat melalui nilai $F = 64.379$ dan $\text{sig.} = 0.000$ ($p < 0.005$). Selanjutnya hasil analisis untuk hipotesis minor menunjukkan bahwa ada hubungan *Self Regulated Learning* dengan Prokrastinasi Akademik ($p = 0.000$ ($p < 0.005$)) dan $\beta = 0.928$) dan ada hubungan Dukungan Sosial dengan Prokrastinasi Akademik ($p = 0.042$ ($p < 0.05$)) dan $\beta = -0.317$). Uji asumsi dalam penelitian ini yaitu uji normalitas, uji multikolinearitas, uji autokorelasi, dan uji heteroskedastisitas. Hasil penelitian menunjukkan sumbangan efektif yang diberikan *Self Regulated Learning* dan Dukungan Sosial sebesar 40.7 persen selebihnya 59.3 persen diberikan faktor lainnya.

Kata Kunci: *Prokrastinasi Akademik, Self Regulated Learning, Dukungan Sosial*

ACADEMIC PROCRASTINATION REVIEWED FROM SELF REGULATED LEARNING AND SOCIAL SUPPORT OF STUDENTS FROM UNIVERSITAS PRIMA INDONESIA MAJORED IN INFORMATION SYSTEMS

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ABSTRACT

The purpose of this study is to investigate the association between Self-Regulated Learning and Social Support with Academic Procrastination. This study used a sample of 186 students from Prima Indonesia University's Information Systems Study Program. The sampling method utilized is Simple Random Sampling. Data was gathered by giving scales to research participants and evaluated using multiple regression analysis techniques. The principal hypothesis test revealed a significant association between Self-Regulated Learning, Social Support, and Academic Procrastination ($F = 64.379$, $\text{sig.} = 0.000$, $p < 0.005$). The minor hypothesis analysis reveals a significant relationship between Self-Regulated Learning and Academic Procrastination ($p = 0.000$ ($p < 0.005$) and $\beta = 0.928$) and Social Support and Academic Procrastination ($p = 0.042$ ($p < 0.05$) and $\beta = -0.317$). The assumption tests used in this study include the normality, multicollinearity, autocorrelation, and heteroscedasticity tests. According to the research findings, Self-Regulated Learning and Social Support provide an effective contribution of 40.7%, with other factors responsible for the remaining 59.3%.

Keywords: *Academic Procrastination, Self Regulated Learning, Social Support*