



RELATIONSHIP BETWEEN SELF-REGULATED LEARNING AND TASK AVERSIVENESS WITH ACADEMIC PROCRASTINATION IN HIGH SCHOOL STUDENTS IN THE AFFIRMATION PROGRAM FOR SECONDARY EDUCATION

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Abstract

Procrastination is the habit of purposeful delay and the avoidance of tasks that are inherently unnecessary. In the realm of education, this behavior is identified as academic procrastination. This study aims to examine the relationship between self-regulated learning, task aversiveness, and academic procrastination among high school students enrolled in the Affirmative Education Program (abbreviated into: ADEM). The hypotheses of the study are as follows: 1) Major Hypothesis: There is a relationship between self-regulated learning and task aversiveness with academic procrastination among ADEM students; 2) First Minor Hypothesis: There is a negative relationship between self-regulated learning and academic procrastination among ADEM students; 3) Second Minor Hypothesis: There is a negative relationship between task aversiveness and academic procrastination among ADEM students. Participants in this research were 44 eleventh and twelfth-grade ADEM students selected through Incidental Sampling technique. Data collection involved the use of scales measuring academic procrastination, self-regulated learning, and task aversiveness. Data analysis included the application of the double correlation analysis technique to test the major hypothesis and the Product Moment analysis to test the minor hypotheses. The results reveal a correlation coefficient ($R = 0.732$, $p < 0.01$) between self-regulated learning, task aversiveness, and academic procrastination, supporting the acceptance of the major hypothesis. Furthermore, the analysis of the first minor hypothesis indicates a significant negative relationship between self-regulated learning and academic procrastination ($r_{x1y} = 0.645$, $p < 0.01$), while the second minor hypothesis shows a significant negative relationship between task aversiveness and academic procrastination ($r_{x2y} = 0.698$, $p < 0.01$). In conclusion, the minor hypotheses of the study are accepted.

Keywords: Academic Procrastination, Self-Regulated Learning, Task Aversiveness, ADEM Students

Introduction

Educational challenges in Papua have persistently existed for an extended period and are highly intricate. Presidential Regulation number 65 of 2011 addresses the prioritization of native Papuan sons and daughters to access quality high school education outside Papua. The objective is to enhance their knowledge and skills, transforming them into human resources that will later return to Papua to assist the regional government in advancing and improving the lives of the Papuan community through the knowledge acquired (Kogoya, 2016). The ADEM (Affirmative Education) program in the education sector is implemented by the Directorate of Special Education and Special Services of the Directorate General of Secondary Education, Ministry of Education and Culture, Accelerated Development Unit for Papua and West Papua Provinces, as well as provincial

education offices. The program involves allocating quotas and providing educational assistance (covering living and school expenses) for graduates of junior high schools/Madrasah Tsanawiyah to pursue education at the high school (Senior/Vocational High School) level outside Papua. Upon completing secondary education, ADEM program participants are expected to continue their education at the higher education level using scholarships from the ADIK program (Higher Education Affirmation). Various challenges in the Papua education sector arise due to the suboptimal coordination between the central and regional governments in formulating education policies that fail to consider the geographical, demographic, and socio-cultural aspects of the indigenous Papuan people. There is a lack of monitoring and evaluation by regional governments on schools, which is severely limited in terms of the number of teachers, curriculum, and the attendance of teachers in schools in the remote areas of Papua. In the context of the socio-cultural landscape, special attention and handling are required to address the issues that arise in Papua (Anggi Afirmsyah, 2019).

Based on the survey results, the ADEM program, which has been implemented from 2013 to 2022 by the Ministry of Education and Culture, has successfully enrolled approximately 1,882 scholarship recipients in 402 schools across Indonesia. The ADEM scholarship program aims to provide opportunities for students nationwide to study diligently in different locations so that upon their return to their hometowns, they can contribute to the development of their regions, promoting progress, and reducing regional disparities in Indonesia. The survey highlights that in the current era of globalization, competition demands that students from Papua enhance their competencies and self-quality to compete with students from other regions. The survey also indicates a deficiency in academic achievements among Papua students, leading to tendencies of haste, procrastination, failure to submit assignments, and, in some cases, choosing not to attend school. Additionally, limited support from dormitory peers may contribute to some students opting out of school due to laziness or disliking certain subjects. The term for delaying tasks is commonly known as procrastination (Zahra & Hermawati, 2015), specifically in the educational context as academic procrastination. Academic procrastination refers to an individual's tendency to postpone academic activities (Aulia, 2021).

Previous research by Yamada, Goda, Matsuda, Kato, and Miyagawa (2015), Yap Li San, Roslan, and Sabouripour (2016), Wirajaya, Padmadewi, and Ramendra (2020), Widayanti (2021) has revealed that procrastination is a fundamental element that increases students' awareness of time management for learning plans but has negative impacts on intrinsic goals, organization, metacognitive self-regulation, and critical thinking. Consequently, the inhibiting factors among ADEM scholarship recipients, such as the ability to postpone tasks, motivation, and distinct characteristics, differ from students from Java, resulting in a significant positive correlation with academic delay.

Academic procrastination has long been identified, predating the COVID-19 pandemic, and has, in fact, increased with the widespread adoption of online learning (Peixoto, 2020). In the early months of 2020, the education sector faced a shift from traditional face-to-face learning to online learning due to the COVID-19 pandemic (Solehudin, 2018). This transition is supported by Circular Letter Number 4 of 2020 on the Implementation of Education Policies During the Emergency Period of the Spread of Coronavirus Disease (COVID-19), signed by the Minister of Education and Culture, Nadiem Makarim, on March 24, 2020. Online learning, as described by Sadikin and Hamidah (2020), is an educational activity that utilizes the internet as a method of delivery, interaction, and facilitation, supported by various forms of learning services.

One of the consequences of online learning is the postponement of tasks. A study by Ramadhani et al. (2023) found that students in Indonesia exhibit a high level of

academic procrastination. The findings align with previous research, including surveys and interviews conducted at a school in Magelang and Salatiga, where almost 90% of students were reported to engage in academic procrastination, according to teachers at the school. Since the implementation of distance learning or online schooling, ADEM students tend to postpone tasks assigned by teachers. Reasons for task postponement include considering tasks difficult, having ample time before the deadline, reluctance to complete assignments, copying from peers, and completing assignments just before the deadline—some students even complete tasks one or two hours before the submission deadline. Students often work on tasks close to the deadline, staying up late until around 10:00 PM, and may resort to cheating or not completing the assignment at all.

According to Knaus and McCloskey (2011), academic procrastination is defined as a behavioral habit of delaying and diverting school activities by students who shift their focus to other activities that can distract their attention. McCloskey (2011) specifies that academic procrastination exhibits the following characteristics: (a) the belief in the ability to complete tasks under pressure; (b) diverting attention to other activities; (c) influenced by social environmental conditions; (d) ineffective time utilization; (e) lacking personal initiative; and (f) a sense of laziness. Meanwhile, according to Ferrari (as cited in Husetiya, 2010), procrastination can be classified into two types based on the benefits and goals of engaging in it: (a) functional procrastination, which involves delaying tasks with the purpose of obtaining complete and accurate information; (b) dysfunctional procrastination, which is aimless, has negative consequences, and creates problems. Ghufroon (2010) identifies factors influencing academic procrastination and categorizes them into two types: internal factors encompassing aspects within an individual, such as physical and psychological conditions, and external factors involving aspects outside the individual, including parenting styles and environmental conditions. Thus, academic procrastination can be influenced by a combination of internal factors within the individual and external factors within their environment.

Based on interviews with ADEM students regarding self-regulated learning, the results indicate that a portion of ADEM students have not been able to effectively implement self-regulated learning at school, leading to a lack of prioritization in completing tasks. Previous research conducted by Park and Sperling (2011) has shown that academic procrastination is associated with poor regulatory skills. One of the influencing factors on academic procrastination is self-regulated learning (Santika & Sawitri, 2016). According to Zimmerman (Arsal, 2010), self-regulated learning can be understood as the active metacognitive, motivational, and behavioral presence of an individual in their learning process to achieve predetermined goals. Meanwhile, Wolters, Pintrich, and Karabenick, as cited in Darmawan (2017), define self-regulated learning as a constructive, active process where learners set learning goals and attempt to regulate and control aspects of self-regulated learning (cognition, motivation, behavior).

High self-regulated learning allows an individual to organize and allocate their activities within a suitable time frame based on priorities and interests. This enables students to complete their work or activities within the set timeframe. Jansen (2019) suggests that individuals with high self-regulated learning abilities also experience satisfaction because they can effectively schedule their work to complete tasks on time. According to Zheng and Zhang (2020), when students have the motivation to learn independently or engage in self-regulated learning, they take an active role in their learning process.

The presence of assistance and support from the social environment enables parents to influence the behavior and attitudes of their children to align with prevailing norms and regulations. During the COVID-19 pandemic, prior research conducted by Mujirohmawati and Khoirunnisa (2022) revealed a significant negative relationship

between self-regulation in learning and academic procrastination. This suggests that if students exhibit higher self-regulation, their academic procrastination tends to decrease, and vice versa. Another factor influencing ADEM students' engagement in academic procrastination arises from external factors, namely, task aversiveness. According to expert opinions cited by Blunt in Linra, Lukman, and Fakhri (2016), task aversiveness is typically defined as the pleasant or enjoyable feelings experienced when working on a task. Blunt and Pychyl, as mentioned in Linra, Lukman, and Fakhri (2016), identify three dimensions related to the reluctance of tasks, namely: (a) Boredom, defined as an individual's assessment of how boring they find the task to be; (b) Frustration, found to be associated with reluctance to work on tasks; (c) Resentment, according to this perspective, procrastination occurs when individuals dislike engaging in their activities. The results of the study conducted by Linra, Lukman, and Fakhri (2016) state that the area/types of tasks postponed may not necessarily be unpleasant tasks, and conversely, unpleasant tasks may not necessarily be postponed. Individuals tend to procrastinate on tasks considered unpleasant, known as task aversiveness.

Based on the explanation above, it can be stated that academic procrastination is the tendency of an individual's behavior to postpone an academic task. One affective component that also influences an individual's procrastination behavior and task aversiveness is the lack of strategies and self-regulation in learning, commonly referred to as self-regulated learning. This study aims to determine the relationship between self-regulated learning and task aversiveness with academic procrastination in ADEM students. In this research, the researcher selected self-regulated learning as the internal factor and task aversiveness as the external factor that predicts academic procrastination, with the major hypothesis of the study being: "There is a relationship between Self-Regulated Learning and Task Aversiveness with Academic Procrastination in ADEM Students." The first minor hypothesis posits a negative relationship between self-regulated learning and academic procrastination in students in the Senior High School Affirmative Education Program, while the second minor hypothesis suggests a negative relationship between task aversiveness and academic procrastination in ADEM students.

Method

This research employed a non-experimental quantitative approach with a correlational research design. The correlational research sought to identify relationships among the variables under investigation by correlating the independent variables with the dependent variable, in line with the formulated objectives (Creswell, 2014). The research design included the independent variables of Self-regulated learning (X1) and Task Aversiveness (X2), and the dependent variable was Academic Procrastination (Y). The participants in this study were high school students from the ADEM program in Papua, specifically from the 11th and 12th grades at Katolik Pendowo Senior High School (30 students) and Lab Satya Wacana Senior High School (14 students), resulting in a total of 44 participating students. The sampling technique utilized in this research was Incidental Sampling, a method of sample selection based on chance, wherein the researcher selected individuals encountered by chance who were suitable as data sources (Sugiyono, 2012).

The data collection instrument used in this study was a questionnaire or survey. The measurement tools utilized included three scales: the Self-Regulated Learning Scale, the Task Aversiveness Scale, and the Academic Procrastination Scale. The dependent variable in this research was academic procrastination, which had been adapted by the author into the Indonesian language and adjusted for research purposes. Academic procrastination could be measured using the APS (Academic Procrastination Scale), which revealed academic procrastination based on characteristics such as beliefs about working under pressure, diverting attention to other activities, social environmental

conditions, ineffective time utilization, personal initiative, and laziness. The scale employed in this study comprised 20 items, with four response options for each statement.

Based on the results of the validity and reliability tests for the academic procrastination scale, using the total item correlation with a reliability coefficient of ($p > 0.05$) of 0.862, the total item correlation values in this test ranged from 0.315 to 0.716. Thus, 14 out of the 20 items in the academic procrastination scale successfully passed the selection test. Meanwhile, the first independent variable was Self-Regulated Learning. Self-Regulated Learning could be measured using the Motivated Strategies for Learning Questionnaire (MSLQ), modified by the researcher based on the aspects of Self-Regulated Learning, including metacognition, motivation, and behavior. This scale consisted of 16 items, and the response options included four forms: Highly Suitable (HS), Suitable (S), Not Suitable (NS), and Highly Not Suitable (HNS). The validity and reliability testing revealed that 7 items out of the total 16 items passed the selection test. The total item correlation values in this scale testing ranged from 0.338 to 0.620, and the reliability coefficient was ($p > 0.05$) 0.738. As for the second independent variable, Task Aversiveness, it was modified by the researcher based on aspects of task aversiveness, including Boredom, Frustration, and Resentment. This scale used in the study comprised 13 items. Testing the validity and reliability of the self-regulated learning research scale modified by the researcher indicated that 7 items out of the total 13 items passed the selection test. The reliability coefficient obtained was ($p > 0.05$) 0.795. The total item correlation values in this scale testing ranged from 0.378 to 0.667.

The determination of passing item discrimination tests followed the criteria outlined by Azwar (2012), stating that items on a measurement scale were considered to pass the selection if ≥ 0.30 . The validity test for each measurement tool was conducted through professional judgment, involving two academic advisors with a background in the field of psychology. The data analysis method employed in this study was the double correlation analysis technique to test the major hypothesis. To test the minor hypotheses in this research, the data were analyzed using the Product Moment analysis method.

Result and Discussion

This study aims to empirically examine the relationship between Self-Regulated Learning and Task Aversiveness with Academic Procrastination in students of the Senior High School Affirmative Education Program. Based on the calculations for the variables Self-Regulated Learning, Task Aversiveness, and Academic Procrastination in ADEM students, the correlation coefficient (R) is found to be 0.732, with a significant value of 0.000 ($p < 0.05$). This indicates that the variables Self-Regulated Learning, Task Aversiveness, and Academic Procrastination have a significant relationship among them (refer to Table 1).

Table 1: The Result of Major Hypothesis

Relationship between variables	R	Rsq	Rsq change	F change	df1	df2	Sig.F Change
self-regulated learning and task aversiveness	.732	.563	.563	23.700	2	41	.000

Tabel 2: The Result of Minor Hypothesis

Hipotesis	Result	Description
Self-regulated learning with Academic Procrastination	$r_{xy1} = 0.645; p = 0000$ ($p < 0.01$)	Hypothesis accepted
Task aversiveness with Academic Procrastination	$r_{xy1} = 0.698; p = 0000$ ($p < 0.01$)	Hypothesis accepted

Based on the results of the minor hypotheses above, the first minor hypothesis, the correlation coefficient between self-regulated learning and academic procrastination (r_{xy1}), is 0.645 ($p < 0.01$), indicating that the first minor hypothesis is accepted. This means that the higher the level of self-regulated learning, the lower the academic procrastination in ADEM students. Conversely, the lower the self-regulated learning, the higher the academic procrastination in ADEM students. In the second minor hypothesis, the correlation coefficient between task aversiveness and academic procrastination (r_{xy2}) is 0.698 ($p < 0.01$), indicating that the second minor hypothesis is accepted. This means that the higher the task aversiveness, the higher the academic procrastination in ADEM students, and vice versa (refer to Table 2).

Table 3 : The Result of Correlation Test

		Academic Procrastination	Self-Regulated Learning	Task Aversiveness
Academic Procrastination	Person Correlation	1	0.645	0.698
	Sig.		0.000	0.000
	N	44	44	44
Self-Regulated Learning	Person Correlation	0.645	1	0.696
	Sig.	0.000		0.000
	N	44	44	44
Task Aversiveness	Person Correlation	0.698	0.696	1
	Sig.	0.000	0.000	
	N	44	44	44

The correlation test results in this study indicate that the correlation coefficient values (r_{xy}) obtained between self-regulated learning, task aversiveness, and academic procrastination exhibit a linear relationship.

Table 4 : The Result of Multiple Linear Regression Analysis Test

Relationship Between Variables	R	Rsqr	Adj	F	Sig.
Self-Regulated Learning and Task Aversiveness with Academic Procrastination	0.732	0.536	0.514	23.700	0.000

The analysis results indicate an Rsquare value of 0.536. This value signifies that the contribution or contribution provided by the variables of Self-Regulated Learning and Task Aversiveness to Academic Procrastination is 53.6%. In other words, 53.6% of the variation in Academic Procrastination is influenced by Self-Regulated Learning and Task Aversiveness. Meanwhile, the remaining 46.4% is attributed to other unmeasured variables (see Table 4). This value suggests a significant relationship between the independent and dependent variables, with a range of scores between 26 and 56 and a standard deviation of 7.698. The hypothetical mean for academic procrastination is 35, while the empirical mean is 39.6, indicating that students with academic procrastination scores fall into the moderate category, accounting for 56.8%.

This study concludes that the lower a student's ability in Self-Regulated Learning, the higher the level of academic procrastination they experience. Conversely, the higher a student's ability in Self-Regulated Learning, the lower the level of academic procrastination they experience. These findings align with prior research by Maraba and Bulut (2020), who found several reasons why individuals fail to complete tasks, such as perceptual errors in task completion, ADHD, OCD, depression, or other comorbidities. This study emphasizes that Self-Regulated Learning is a crucial factor in examining its relationship with academic procrastination. As highlighted in the study conducted by Kartikasari et al. (2022), research has shown that Self-Regulated Learning independently affects the tendency to stop learning and can influence academic procrastination behavior. Consistent with the findings of Balkis and Duru as cited in Noviyanti et al. (2019), high or low academic procrastination can indicate the level of a student's Self-Regulated Learning. Other research in agreement, as stated by Steen & Huie in Noviyanti et al. (2019), suggests that higher Self-Regulated Learning increases the likelihood of achieving desired academic performance and minimizes academic procrastination. Higher procrastination is associated with lower Self-Regulated Learning. Conversely, students with higher Self-Regulated Learning demonstrate the ability to work independently, encompassing metacognitive aspects, motivation, and actively participating in managing activities in the learning process, including planning work behavior or completing school tasks. However, students are expected to complete tasks on time (Gambo & Shakir, 2021).

Previous studies have identified a connection between Self-Regulated Learning and academic procrastination. The findings from the study by Anastasia Arum and Natalia Konradus (2022) revealed moderate categories for Self-Regulated Learning and Academic Procrastination. This may be related to possible external factors influencing the research outcomes among ADEM students who delay academic tasks due to pressure from the numerous assignments, the surrounding environment, especially in schools where Javanese language is frequently used in communication, more time spent on play than on studying, inconsistent initiative to complete tasks on time, and a tendency for laziness in completing assignments occurring quite often among ADEM students. Furthermore, in the research by Rastafary & Rustika (2019), it was found that there is a role for self-regulated learning and task commitment in late adolescents, with a coefficient R value of 0.353. Additionally, this study suggests exploring other variables that may have a negative correlation with self-regulated learning, one of which is academic procrastination.

The results of this study are consistent with previous research conducted by Savira and Suharsono (2013), Hervani (2016), and Mulyana (2018), revealing that high Self-Regulated Learning can provide pleasure in tasks and reduce academic procrastination. Self-Regulated Learning describes individuals who can independently regulate and control various aspects that guide their thoughts, motivation, and behavior to achieve goals (Santika & Sawitri, 2016). In this study, ADEM students have undergone selection stages, demonstrating adaptability and self-motivation to learn in Java. With a focus on goals and the ability to manage affect and emotions in learning, ADEM students can prove their behavioral aspects, such as time management for studying, organizing social time with the surrounding environment, and adapting to teachers, friends, and others who can assist in the learning process. Meanwhile, high task aversiveness can be categorized as there is a significant relationship between task aversiveness and academic procrastination in ADEM scholarship recipients. This aligns with the cognitive-behavioral theory proposed by Ferrari and Ollivete (Kurniawan, 2013), stating that academic procrastination occurs due to irrational beliefs caused by the aversiveness of the task and fear of failure. Previous research by Ahmad R., & Mudjiran M., (2019) indicated a

positive and significant relationship between task aversiveness and academic procrastination with $r_{xy} = 0.826$ and $p = 0.000$ ($p < 0.01$), meaning that as the level of task aversiveness increases, the level of academic procrastination also increases. Task aversiveness represents discomfort with the tasks at hand. ADEM students face numerous and varying difficulty levels of assignments daily, leading those with high task aversiveness to experience boredom, dislike or hatred of the assigned tasks, and frustration due to the perceived difficulty, making it challenging to focus on the tasks. As a result, these students often avoid completing tasks because they find them boring, consider them difficult, and have low motivation to learn. Not every academic task perceived as unpleasant will be postponed by students, and not all activities in the task area will be considered unpleasant and delayed, except for a small number of students who consider all tasks unpleasant and choose to postpone working on all types of tasks.

Conclusion

Based on the delayed research results, it can be concluded that procrastination is a habit of purposeless delay and the process of avoiding tasks that actually do not need to be postponed. This study validates the researcher's hypothesis that there is a significant relationship between self-regulated learning and task aversiveness with academic procrastination among ADEM students. Most respondents in self-regulated learning are in the high category, indicating a significant relationship between self-regulated learning and academic procrastination among ADEM students. Meanwhile, task aversiveness is in the high category, indicating a significant relationship between task aversiveness and academic procrastination among ADEM scholarship recipients. The variables of self-regulated learning and task aversiveness contribute effectively by 53.6% to academic procrastination among ADEM scholarship recipients, while 46.4% is influenced by other factors not examined by the researcher.

The limitation of this research lies in its reliance on questionnaires, which may be affected by the honesty of respondents. Additionally, the study only explores the relationship between self-regulated learning and task aversiveness with academic procrastination among ADEM students. Therefore, future research should be expanded, taking into account the distribution of research respondents based on gender, age, and different educational levels, and it should be conducted longitudinally. Special consideration should be given to the cultural context of the research location, as culture can influence an individual's nature and behavior.

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Author Contributions Statement

All authors, JR, EW & PE, contributed to developing the research idea, checking the research quality, collecting data, developing research instruments, validating data, analyzing data, and stages of composing the article.

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