

ABSTRAK

Prokrastinasi akademik merupakan suatu kecenderungan dalam menunda-nunda aktivitas yang berkaitan dengan akademik. Siswa dalam proses belajarnya membutuhkan kemampuan *self regulated learning* yang membantu siswa dalam mengelola pikiran, perilaku, dan emosi agar mereka dapat berhasil mengarahkan proses belajar menuju tujuan pembelajaran yang ingin dicapai. Tujuan penelitian untuk mengetahui hubungan antara *self regulated learning* dengan prokrastinasi akademik dimasa pembelajaran daring pada siswa kelas XII SMAN 1 Ciawigebang. Metode penelitian yang digunakan adalah metode korelasional yaitu untuk melihat hubungan antara variabel *self regulated learning* dengan prokrastinasi akademik dimasa pembelajaran daring pada siswa kelas XII SMAN 1 Ciawigebang. Teknik pengambilan data menggunakan kuesioner yang dibuat dalam bentuk *google form*. Alat ukur variabel *self regulated learning* berdasarkan teori Zimmerman (2011) dan untuk variabel prokrastinasi akademik berdasarkan teori McCloskey (2011). Hasil penelitian menunjukkan bahwa terdapat hubungan yang negatif dan signifikan antara *self regulated learning* dengan prokrastinasi akademik dimasa pembelajaran daring pada siswa kelas XII SMAN 1 Ciawigebang, dengan nilai $r_s = -0,800$. Semakin rendah *self regulated learning* maka akan semakin tinggi prokrastinasi akademik pada siswa kelas XII SMAN 1 Ciawigebang. Begitupun sebaliknya, semakin tinggi *self regulated learning* maka akan semakin rendah prokrastinasi akademik pada siswa kelas XII SMAN 1 Ciawigebang.

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

ABSTRACT

Academic procrastination is a tendency to procrastinate activities related to academics. Students in the learning process need self-regulated learning abilities that help students manage thoughts, behaviors, and emotions so that they can successfully direct the learning process towards the learning goals to be achieved. The purpose of the study was to determine the relationship between self-regulated learning and academic procrastination during online learning in class XII students of SMAN 1 Ciawigebang. The research method used is the correlation method, which is to see the relationship between self-regulated learning variables and academic procrastination during online learning in class XII students of SMAN 1 Ciawigebang. The data collection technique used a questionnaire made in the form of google form. The measuring instrument for self-regulated learning variables is based on Zimmerman's theory (2011) and for academic procrastination variables based on McCloskey's theory (2011). The results showed that there was a negative and significant relationship between self-regulated learning and academic procrastination during online learning in class XII students of SMAN 1 Ciawigebang, with a value of $r_s = -0.800$. The lower the self-regulated learning, the higher the academic procrastination in class XII students of SMAN 1 Ciawigebang. On the other hand, the higher the self-regulated learning, the lower the academic procrastination in class XII students of SMAN 1 Ciawigebang.

Keywords: self regulated learning, academic procrastination, class XII high school students