

Abstrak

Prokrastinasi akademik merupakan masalah yang sering dialami mahasiswa dalam menyelesaikan tugas perkuliahan. Penelitian ini bertujuan untuk mengetahui peran motivasi belajar dan *self-regulated learning* sebagai prediktor prokrastinasi akademik pada mahasiswa UIN Sunan Gunung Djati Bandung. Penelitian menggunakan metode kuantitatif dengan regresi linear berganda terhadap 352 mahasiswa penyusun skripsi. Instrumen yang digunakan yaitu *Academic Motivation Scale (AMS)*, skala *Self-Regulated Learning*, dan *Multidimensional Academic Procrastination Scale (MAPS)*. Hasil penelitian menunjukkan bahwa secara keseluruhan motivasi belajar tidak berperan signifikan dalam memprediksi prokrastinasi akademik. Namun, melalui analisis parsial yang menilai setiap dimensi secara terpisah, ditemukan bahwa motivasi intrinsik berperan sebagai prediktor prokrastinasi akademik ($p = 0,041$). Selain itu, *self-regulated learning* berperan secara signifikan sebagai prediktor ($p = 0,001$). Secara simultan, motivasi belajar dan *self-regulated learning* berkontribusi sebesar 83,7% terhadap prokrastinasi akademik pada mahasiswa UIN Sunan Gunung Djati Bandung.

Kata Kunci : prokrastinasi akademik, motivasi belajar, *self-regulated learning*, mahasiswa



Abstract

Academic procrastination is a problem frequently experienced by students in completing coursework. This study aims to determine the role of learning motivation and self-regulated learning as predictors of academic procrastination among students at UIN Sunan Gunung Djati Bandung. The study employed a quantitative method with multiple linear regression involving 352 students working on their thesis. The instruments used were the Academic Motivation Scale (AMS), Self-Regulated Learning scale, and Multidimensional Academic Procrastination Scale (MAPS). The results showed that overall learning motivation does not play a significant role in predicting academic procrastination. However, through partial analysis assessing each dimension separately, it was found that intrinsic motivation serves as a predictor of academic procrastination ($p = 0.041$). Additionally, self-regulated learning plays a significant role as a predictor ($p = 0.001$). Simultaneously, learning motivation and self-regulated learning contribute 83.7% to academic procrastination among students at UIN Sunan Gunung Djati Bandung.

Keywords: *academic procrastination, learning motivation, self-regulated learning, students.*

