

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara *self-regulated learning* dengan perilaku prokrastinasi akademik pada mahasiswa di Universitas Mercu Buana Yogyakarta di masa pandemi covid-19. Hipotesis yang diajukan adalah ada hubungan negatif antara *self-regulated learning* dengan perilaku prokrastinasi akademik. Semakin tinggi *self-regulated learning* maka semakin rendah perilaku prokrastinasi akademik sebaliknya semakin rendah *self-regulated learning* maka semakin tinggi perilaku prokrastinasi akademik. Subjek dalam penelitian ini berjumlah 127 orang yang memiliki karakteristik mahasiswa semester akhir Universitas Mercu Buana Yogyakarta yang pernah mengikuti perkuliahan daring. Cara pemilihan subjek adalah *sampling kuota*. Pengambilan data penelitian menggunakan skala *Self-Regulated Learning* dan skala Prokrastinasi Akademik. Teknik analisis data yang digunakan adalah korelasi *product moment* dari Karl Pearson. Berdasarkan analisis data diperoleh hasil korelasi antara *self-regulated learning* dengan perilaku prokrastinasi akademik menunjukkan koefisien korelasi (r_{xy}) = -0,251 dan $p = 0,004(p < 0,01)$ yang berarti ada hubungan negatif antara *self-regulated learning* dengan perilaku prokrastinasi akademik pada mahasiswa Universitas Mercu Buana Yogyakarta di masa pandemi covid-19. Hipotesis dalam penelitian ini menunjukkan koefisien determinasi (R^2) sebesar 0,063, variabel *self-regulated learning* memberikan sumbangan efektif sebesar 6,3% terhadap variabel prokrastinasi akademik dan sisanya 93,7% dipengaruhi oleh faktor-faktor lain yang tidak diteliti dalam penelitian ini seperti faktor eksternal seperti gaya pengasuhan orang tua dan kondisi lingkungan.

Kata kunci: mahasiswa, masa pandemi covid-19, prokrastinasi akademik, *self-regulated learning*

ABSTRACT

This study aims to determine the relationship between self-regulated learning and academic procrastination behavior in students at Mercu Buana University Yogyakarta during the COVID-19 pandemic. The hypothesis proposed is that there is a negative relationship between self-regulated learning and academic procrastination behavior. The higher the self-regulated learning, the lower the academic procrastination behavior, the lower the self-regulated learning, the higher the academic procrastination behavior. The subjects in this study amounted to 127 people who had the characteristics of final semester students at Mercu Buana University Yogyakarta who had attended online lectures. The method of selecting subjects is quota sampling. Retrieval of research data using Self-Regulated Learning scale and Academic Procrastination scale. The data analysis technique used is the product moment correlation of Karl Pearson. Based on data analysis, the correlation between self-regulated learning and academic procrastination behavior shows a correlation coefficient $(r_{xy}) = -0.251$ and $p = 0.004$ ($p < 0.01$) which means that there is a negative relationship between self-regulated learning and academic procrastination behavior in Yogyakarta Mercu Buana University students during the covid-19 pandemic. The hypothesis in this study shows that the coefficient of determination (R^2) is 0.063, the self-regulated learning variable provides an effective contribution of 6.3% to the academic procrastination variable and the remaining 93.7% is influenced by other factors not examined in this study such as factors external factors such as parenting style and environmental conditions.

Keywords: *academic procrastination, covid-19 pandemic, self-regulated learning, students*