

ABSTRAK

Prokrastinasi akademik merupakan perilaku menunda penyelesaian tugas- tugas akademik yang dapat berdampak negatif terhadap prestasi dan kesejahteraan psikologis siswa. Salah satu faktor yang diduga berperan dalam menurunkan prokrastinasi akademik adalah flow akademik, yaitu kondisi ketika siswa terlibat secara penuh, fokus, dan menikmati aktivitas belajar. Penelitian ini bertujuan untuk menguji hubungan antara flow akademik dengan prokrastinasi akademik pada siswa Sekolah Menengah Atas (SMA). Penelitian ini menggunakan metode kuantitatif dengan desain korelasional. Subjek penelitian berjumlah 155 siswa MAN 3 Sleman yang dipilih menggunakan teknik *probability sampling*. Pengumpulan data dilakukan menggunakan Skala Prokrastinasi Akademik berdasarkan konsep Solomon dan Rothblum serta Skala Flow Akademik berdasarkan konsep Csikszentmihalyi. Analisis data dilakukan menggunakan uji korelasi *Pearson Product Moment* dengan bantuan program SPSS versi 27. Hasil uji hipotesis menunjukkan adanya hubungan negatif yang signifikan antara prokrastinasi akademik dan flow akademik dengan koefisien korelasi sebesar $r = -0,724$ dan nilai signifikansi $p = 0,000$ ($p < 0,01$). Hasil tersebut menunjukkan bahwa semakin tinggi tingkat prokrastinasi akademik siswa, maka semakin rendah tingkat flow akademik yang dialami, dan sebaliknya. Selain itu, nilai koefisien determinasi (R^2) sebesar 0,524 menunjukkan bahwa prokrastinasi akademik memberikan kontribusi sebesar 52,4% terhadap variasi flow akademik, sedangkan 47,6% sisanya dipengaruhi oleh faktor lain di luar penelitian ini.

Kata kunci: *Flow* Akademik, Prokrastinasi Akademik, Siswa SMA

ABSTRACT

Academic procrastination refers to the behavior of delaying the completion of academic tasks, which can negatively affect students' academic achievement and psychological well-being. One factor that is assumed to play a role in reducing academic procrastination is academic flow, a condition in which students are fully engaged, focused, and enjoy learning activities. This study aimed to examine the relationship between academic flow and academic procrastination among senior high school students. This study employed a quantitative method with a correlational design. The research subjects consisted of 155 students of MAN 3 Sleman who were selected using a probability sampling technique. Data were collected using the Academic Procrastination Scale based on the concepts of Solomon and Rothblum and the Academic Flow Scale based on Csikszentmihalyi's concept. Data analysis was conducted using the Pearson Product Moment correlation test with the assistance of SPSS version 27. The results of the hypothesis testing indicated a significant negative relationship between academic procrastination and academic flow, with a correlation coefficient of $r = -0.724$ and a significance value of $p = 0.000$ ($p < 0.01$). These findings indicate that the higher the level of academic procrastination among students, the lower the level of academic flow they experience, and vice versa. Furthermore, the coefficient of determination (R^2) of 0.524 shows that academic procrastination contributes 52.4% to the variance in academic flow, while the remaining 47.6% is influenced by other factors outside this study.

Keywords: *Academic Flow, Academic Procrastination, Senior High School Student*