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**The Level of Academic Procrastination of Students at IAIN Kediri and
UIN Maulana Malik Ibrahim Malang**

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ABSTRACT :

The main objective of this research is to determine the level of procrastination that is influenced by emotional regulation and self-efficacy among students state Islamic Colleges and Universities (PTKIN) in East Java. This research by using a quantitative method with a questionnaire as the main measurement tool. The population was Students Of Islamic Religion Education (PAI) students who were in the process of completing their thesis. Data collection uses a questionnaire distributed through the help of Google Forms. The data was then analysed using a dummy regression. The results showed that emotional regulation and self-efficacy had a significant effect on the level of students' procrastination by 22.4%, meaning that the greater the student's emotional regulation and self-efficacy, the lower the level of procrastination. It was also proven that the level of procrastination is influenced by emotional regulation and self-efficacy but this two variables cannot be said to be the main factor influencing the level of student academic procrastination. In addition, the results show a dummy regression significance value of 0.482, meaning that there is no significant difference between emotional regulation and self-efficacy among the students' of IAIN Kediri and those of UIN Maulana Malik Ibrahim Malang.

Key words: procrastination, college student, emotion regulation, self efficacy, thesis

INTRODUCTION

Student is a term for students in college. Students have the nickname "agent of change", which is a person who is able to bring positive changes, so that it can provide benefits to the wider community¹. In college, students are required to be serious in carrying out activities², students are asked to try their best without procrastinating work. Procrastinating work is called procrastination, including procrastinating completing a thesis as a final assignment³. However, the phenomenon of academic procrastination has become a habit that is the main obstacle in the learning process⁴.

¹ Syarifan Nurjan, "Analisis Teoritik Prokrastinasi Akademik Mahasiswa," *Muaddib : Studi Kependidikan Dan Keislaman* 1, no. 1 (2020): 61, <https://doi.org/10.24269/muaddib.v1i1.2586>.

² Indah Sari Liza Lubis, 'Hubungan Regulasi Diri Dalam Belajar Dan Efikasi Diri Dengan Prokrastinasi Akademik Mahasiswa', *Jurnal Diversita*, 4.2 (2018), 90.

³ Agus Wiyono, "Hubungan Antara Kematangan Emosi Dengan Prokrastinasi Akademik Pada Mahasiswa Psikologi Angkatan 2017," *Character: Jurnal Penelitian Psikologi*. 5, no. 2 (2018): 1–7.

⁴ Michael Rio. Jatikusumo, "Tingkat Prokrastinasi Akademik Mahasiswa," *Studi Deskriptif Pada Mahasiswa Program Studi Bimbingan Dan Konseling Universitas Sanata Dharma Yogyakarta Angkatan 2016*, 2018, 101.

Procrastination is related to the tendency of students to postpone academic work. Academic procrastination can have a negative impact on student development and progress⁵. Therefore, understanding the factors that contribute to the level of academic procrastination is important. Procrastination can occur due to external factors and internal factors, one of which is emotion management and belief in self-ability⁶. Emotion management (Emotion regulation) is a way for students to control and control themselves when they feel, experience, and express emotions, both positive and negative emotions⁷. According to Lubis, if students cannot control emotions, it will cause the learning process and learning performance to decline. In fact, it can be worse⁸.

In addition, belief in oneself is called self-efficacy, which is a belief and confidence in students in dealing with something⁹. Self-efficacy can be a way for students to face and solve problems or obstacles to achieve a goal with maximum results. Self-efficacy touches almost all aspects related to life such as how to act, behave, and survive in the face of something that is in themselves and choose the life choices they make. According to Lestari, self-efficacy has an influence on the level of procrastination resulting in the process of working on the tasks given to be delayed periodically and continuously¹⁰.

According to Muyana, the level of academic procrastination in PTKIN students has a high percentage, which means that procrastination has an influence on student task completion¹¹. Procrastination behavior if left unchecked will trigger a bad impact among students¹². Similar to Zega's opinion, that procrastination that is not followed up, will have a negative impact such as

⁵ Hanif Dwi Azkarina and Damajanti Kusuma Dewi, "Hubungan Antara Efikasi Diri Dengan Prokrastinasi Pada Penyelesaian Tugas Perkuliahan Mahasiswa Psikologi Universitas Negeri Surabaya," *Jurnal Penelitian Psikologi* 6, no. 5 (2019): 1–4.

⁶ Muh. Ehsan and Triyono, *Efikasi Diri Dan Regulasi Emosi Dalam Mengatasi Prokrastinasi Akademik*, ed. Kunthi Pratiwi, Revisi 201 (CV Sidunata, 2018).

⁷ Vivi Putri Lestari and Damajanti Kusuma Dewi, "Hubungan Efikasi Diri Dan Kontrol Diri Dengan Prokrastinasi Skripsi Pada Mahasiswa Fakultas Ilmu Pendidikan Damajanti Kusuma Dewi," *Jurnal Penelitian Psikologi* 05 (2018): 1–6.

⁸ Lubis, "Hubungan Regulasi Diri Dalam Belajar Dan Efikasi Diri Dengan Prokrastinasi Akademik Mahasiswa."

⁹ ELOK FAIK KHOTUN NIHAYAH, "Peran Efikasi Diri Tinggi Dalam Membentuk Kemampuan Berpikir Kreatif Matematika Mahasiswa Pada Perkuliahan Program Linear," *Jurnal Pendidikan Glasser* 4, no. 2 (2020): 127, <https://doi.org/10.32529/glasser.v4i2.640>.

¹⁰ Lestari and Dewi, "Hubungan Efikasi Diri Dan Kontrol Diri Dengan Prokrastinasi Skripsi Pada Mahasiswa Fakultas Ilmu Pendidikan Damajanti Kusuma Dewi."

¹¹ Siti Muyana, 'Prokrastinasi Akademik Dikalangan Mahasiswa Program Studi Bimbingan Dan Konseling', *Counsellia: Jurnal Bimbingan Dan Konseling*, 8.1 (2018), 45.

¹² Soegiyanto et al., "Analisis Faktor Penyebab Prokrastinasi Akademik Dalam Penyusunan Skripsi Pada Mahasiswa Atlet," *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran* 3, no. 1 (2019): 106-116 Semarang: Universitas Negeri Semarang.

decreased achievement, decreased motivation, stress, even study failure and trigger drop-out¹³. Thompson's research states that emotion regulation is a person's strategy in managing emotions, and managing emotions will affect student behavior¹⁴. Thompson's opinion is the reason this research chose locations in two universities, namely UIN Malang with accreditation A and IAIN Kediri with accreditation B. By choosing two different institutions, this research chose two different locations. By choosing two different institutions, this research has the opportunity to observe the differences in how students' strategies in managing emotions are different.

Higher education at Institut Agama Islam Negeri (IAIN) Kediri and Universitas Islam Negeri (UIN) Malang strives to produce students who are competent and ready to face the challenges of the professional world. However, academic procrastination is an obstacle that has the potential to reduce the effectiveness of student learning and academic achievement. Factors such as managing emotions well and self-efficacy are believed to have a major influence on the level of academic procrastination¹⁵. Research on students at these two institutions can provide insight into the factors that hinder the learning process, which in turn can improve the quality of student learning itself. In addition, the ability to manage emotions (emotion regulation) and good self-efficacy are crucial for academic success, given that students are often faced with busy tasks and schedules¹⁶.

Previous research has discussed procrastination in general, but studies that specifically highlight the influence of emotion regulation and self-efficacy on PTKIN students in East Java are still limited. This has an impact on students' delay in achieving success in completing a challenge in completing a thesis. Therefore, this study aims to measure how the level of academic procrastination of PTKIN students and analyze how the influence of emotional regulation and self-efficacy on the level of student procrastination, and by comparing the influence of the two variables in the research locations, namely IAIN Kediri and UIN Maulana Malik Ibrahim Malang. The results of this study are also expected to be a reference in efforts to develop skills in other academic fields, which can also minimize the problems that arise due to academic procrastination.

¹³ Mischel Ruth Berkati Zega, "Faktor Penyebab Dan Upaya Mengatasi Prokrastinasi Akademik Peserta Didik Pada Masa Pandemi Covid-19," *Bulletin of Counseling and Psychotherapy* 4, no. 1 (2022): 28–35, <https://doi.org/10.51214/bocp.v4i1.134>.

¹⁴ Muh. Ehsan and Triyono, *Efikasi Diri Dan Regulasi Emosi Dalam Mengatasi Prokrastinasi Akademik*.

¹⁵ Marsela and Agus Irianto, "Pengaruh Motivasi Belajar , Manajemen Waktu , Dan Self- Efficacy Terhadap Prokrastinasi Akademik Mahasiswa Departemen Pendidikan Ekonomi Universitas Negeri Padang Program Studi Pendidikan Ekonomi , Universitas Negeri Padang," *Jurnal Pendidikan Tambusa* 8, no. 1 (2024): 9251–59.

¹⁶ Marsela and Irianto.

Methods

This study uses a type of research with quantitative methods with a linear regression approach and dummy variables. This dummy variable approach is used to model the differences between the groups under study. This research involves the collection of observational data, questionnaires, and also dummy regression data analysis techniques. This research data will be collected in the form of numerical data collected through a google form-based questionnaire distributed to students of Islamic Religious Education (PAI) at the State Islamic Institute (IAIN) Kediri and UIN Maulana Malik Ibrahim Malang.

The data collection technique in this study used simple random sampling techniques on the research object. The simple random sampling technique itself is a technique that is carried out because of the conditions for filling out questionnaire or questionnaire data that has special requirements, namely students who are carrying out their final assignment or are completing their thesis.

Population and Sample

The population of this study were students who were in college and were completing their theses. Furthermore, the determination of the sample size was carried out using the Issac & Michael table randomly with an accuracy level of 95% of a significant level of 5%. The formula for determining the sample can be seen in the following table:

Table 1 : Population and Sample of Final Year Students

No.	Nama Perguruan Tinggi	Populasi	Sampel
1.	IAIN Kediri	220	135
2.	UIN Maulana Malik Ibrahim	170	114
Jumlah		390	249

(Data source: Academic Office of Akademik FITK UIN Malang dan IAIN Kediri, 2023)

Data Analysis Technique

The data obtained will be analyzed using dummy regression testing. The analysis is carried out to determine the effect of the independent variable (X), namely the variables of emotion regulation and self-efficacy on the dependent variable, namely academic procrastination. In addition, data analysis in this study will test homogeneity, normality, linearity and will also test the

significance of the data to ensure the validity of the model. All data processing is done using SPSS statistical software.

Results

In this section, we will present the results of data processing which includes analysis using the homogeneity test, linearity test, and dummy regression test to analyze the effect of emotion regulation and self-efficacy on student academic procrastination behavior.

Normality Test Results.

The results of the normality test on each variable X with variable Y are known to both have a significance value of 0.200 (greater than 0.05). So, it can be concluded that the significance value is normally distributed.

Table 3. Normality Test Results of IAIN Kediri

Variabel	Nilai Sig. > 0,05
Regulasi Emosi terhadap Tingkat Prokrastinasi akademik	0,200
Efikasi Diri terhadap Tingkat Prokrastinasi Akademik	0,200

(Data source: Results of research data processing, 2023)

Homogeneity Test Results

The homogeneity test is carried out to ensure that the independent variable data studied has the same distribution. Based on the results of the Homogeneity test analysis, it is known that the variable of emotion regulation has a significance value of 0.694 greater than 0.05. In addition, the self-efficacy variable has a significance value of 0.879 greater than 0.05. And the value of the academic procrastination variable has a significance of 0.641 which is greater than 0.05. So, it can be concluded that the data distribution on the three variables is homogeneous data.

Table 2. Homogeneity Test Results

Variabel	.sig > 0,05
Regulasi Emosi	0,694
Efikasi Diri	0,879
Prokrastinasi	0,641

(Data source: Results of research data processing, 2023)

Linearity Test Results.

The results of this linearity test are carried out to measure the relationship between the independent variable and the dependent variable. such as the relationship between emotional regulation and the level of academic procrastination, it is known that the significance value is $0.000 < 0.05$. So, it can be concluded that there is no linear relationship (X_1 and Y). While the results of the Linearity test of the self-efficacy variable on academic procrastination that the significance value is $0.075 > 0.05$. So, it is concluded that there is a linear relationship (X_2 and Y). this data can be seen in the following table :

Table 4. Linearity Test Results X_1 and X_2 on Y

No.	Variabel	Nilai Deviation From Linearity	Dasar keputusan $> 0,05$	Ket
1.	Regulasi Emosi terhadap Prokrastinasi	0,000	$> 0,05$	Tidak Terdapat
2.	Efikasi Diri terhadap Prokrastinasi	0,075	$> 0,05$	Terdapat

(Data source: Researcher data processing results, 2023)

Dummy Regression Test Results.

To test the hypothesis, the analysis used is regression analysis which is used to find the effect of two independent variables and one dependent variable and the difference between each variable. Analysis with dummy regression test to determine the effect between emotion regulation variables, self-efficacy on procrastination and look for differences in each college.

The results of dummy regression are used to analyze the effect of emotion regulation and self-efficacy on academic procrastination. Seen in table 5 shows that the significance value of the emotion regulation variable is $0.008 < 0.05$ and the value of the self-efficacy variable is $0.002 < 0.05$, so it can be stated that each variable has a smaller value of 0.05 and is significant. And if calculated partially, it can be stated that the values of X_1 and X_2 have a significant or real effect on Y . However, when viewed at the coefficient value of 0.482 which indicates that the negative value that occurs in both universities, meaning that there is no significant difference between the two institutions. Which from here back to the basic value of the dummy that put the value of 0 = IAIN Kediri and 1 = UIN Malang. The results of this dummy regression test can be seen in the following table :

Table 5. Dummy Regression Results

Model	Coefficients ^a						
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	27.251	4.208		6.476	.000		
1							
Regulasi Emosi	.301	.113	.234	2.672	.008	.412	2.429
Efikasi Diri	.390	.126	.272	3.089	.002	.410	2.441
institusi	-.675	.958	-.040	-.704	.482	.988	1.013

a. Dependent Variable: Prokrastinasi

(Data source: Researcher data processing results, 2023)

From these data, it can be interpreted that emotional regulation and self-efficacy contribute 22.4%, while the rest is influenced by other actors, and the results of this data also state that there is no significant difference in the level of procrastination in the two institutions.

DISCUSSION

This study aims to determine the relationship of the three variables, namely emotion regulation, self-efficacy with student academic procrastination. This study contributes to the understanding of the relationship between emotion regulation, self-efficacy and academic procrastination by finding a positive and significant correlation.

The Effect of Emotion Regulation on the Level of Academic Procrastination of College Students

The results of data analysis on this variable show that emotion regulation has a significant effect on the level of academic procrastination of students at $0.008 < 0.05$. This finding is in line with Thompson's opinion that emotion regulation is a strategy in managing emotions that will affect one's behavior, and an individual's ability to manage emotions contributes to better decision making including in completing a thesis¹⁷.

So, with that, it can be interpreted that the greater the inability of a student to regulate and manage emotions, the smaller the student will procrastinate or procrastinate work. The results of this study are also in line with Kogoya who states that the form of student emotional regulation has a high category influence on academic procrastination¹⁸. Forms of emotional regulation can be

¹⁷ Muh. Ehsan and Triyono, *Efikasi Diri Dan Regulasi Emosi Dalam Mengatasi Prokrastinasi Akademik*.

¹⁸ Martha Paula Veronika Kogoya and Miftakhul Jannah, "Pengaruh Regulasi Emosi Terhadap Prokrastinasi Akademik Pada Mahasiswa Di Masa Pandemi Covid-19," *Jurnal Penelitian Psikologi* 8, no. 9 (2021): 14–23.

seen when students are able to place themselves when emotions are negative, can know and be able to control emotions that occur¹⁹.

Good emotion regulation allows students to cope with psychological pressure while working on the thesis, thus reducing the tendency to postpone work²⁰. Conversely, poor emotional regulation can trigger excessive stress, which is often followed by procrastination behavior²¹. In line with Pratama's opinion, which states that if emotional regulation has a low value, it will trigger procrastination behavior with a high category²². In addition, this study answers the objectives and hypotheses proposed as a result of calculations and research.

According to Pratama, emotion regulation is one of a person's strategies against stress experienced by himself²³. Skills in managing and regulating effective emotions will have an impact on all activities carried out, one of which has an impact on significantly improving learning. In line with the results of this study, the phenomenon that occurs in the field shows that students' ability to regulate and control emotions can be directly proportional to the results of activities²⁴.

The percentage value of the influence of emotion regulation on students' academic procrastination is 23.4%, which can be said that emotion regulation has a significant influence on procrastination behavior. The implication of this finding is the importance of strengthening emotion regulation through stress management training, which can be implemented by educational institutions to help students complete their final assignments more effectively.

From Abu Hurairah, Rasulullah SAW said: "A strong person is not strong in fighting, but one who can control himself when angry". (HR. Al-Bukhari) This hadith also explains that in Islam also emphasizes the importance for Muslims in controlling emotions, especially anger, as a form of true strength. Basically, a human being has emotions that often occur, and different emotions, both negative emotions and positive emotions. If a person can control the negative emotions that occur to him, it is easier for him to achieve his goals.

Islamic law teaches its followers to regulate emotions wisely and to pay attention when emotions can trigger unwanted actions or even have an impact on small things in the future. Although it is important for students to have the ability to regulate their emotions, there are some students who argue that not having the ability to regulate emotions can give themselves greater

¹⁹ Kogoya and Jannah.

²⁰ Rusmaladewi et al., "Regulasi Emosi Pada Mahasiswa Selama Proses Pembelajaran Daring Di Program Studi PG-PAUD FKIP UPR," *Jurnal Pendidikan Dan Psikologi Pintar Harati* 16, no. 2 (2020): 33–46.

²¹ Anniez Rachmawati Musslifah, "Penurunan Prokrastinasi Akademik Melalui Pelatihan Keterampilan Regulasi Emosi," *Psymphatic : Jurnal Ilmiah Psikologi* 5, no. 1 (2018): 95–106, <https://doi.org/10.15575/psy.v5i1.2321>.

²² Giandra Ogy Pratama, "Peran Regulasi Emosi Terhadap Prokrastinasi Akademik Pada Siswa Kelas VIII SMP," *Indonesian Journal of Guidance and Counseling: Theory and Application* 8, no. 2 (2019): 119–24, <https://doi.org/10.15294/ijgc.v8i2.19693>.

²³ Pratama.

²⁴ Musslifah, "Penurunan Prokrastinasi Akademik Melalui Pelatihan Keterampilan Regulasi Emosi."

freedom of expression and allow themselves to express emotions freely. However, it is important to know that excessive and uncontrolled expression of emotions without emotion regulation can have a negative impact on themselves and those around them.

So it can be said that this study answers the objectives and hypotheses proposed as a result of calculations and research. In other words, emotion regulation is one of the factors that can affect students in the academic field, and emotion regulation is one of the effective ways that can help students in regulating and minimizing procrastination in completing academic tasks.

The Effect of Self-Efficacy on the Level of Academic Procrastination of College Students

Self efficacy or student self-efficacy is a student's belief in their own abilities. Self-efficacy was first coined by Albert Bandura who said that this self-efficacy can be applied in various fields of life²⁵. Self-efficacy greatly affects the way students think and is able to encourage them to move to act for the goals they want to achieve . Self-efficacy is an individual's belief in their ability to achieve a challenge that may occur. However, some argue that not having self-efficacy will also have a good impact, namely it will avoid overconfidence or this will help individuals to remain humble, and they will be able to admit that they do not know and are not capable in some ways.

This self-efficacy reflects a student's belief in their own ability to complete the final project or thesis well²⁶. In line with the view of Islam, that the concept of self-efficacy is not much different and is still related to students' belief in their own ability to achieve life goals, overcome all obstacles, and also face all problematic situations both those that have occurred and those that will come²⁷. Islam also teaches all its people that each individual is recommended to have the potential in his ability given by Allah SWT to achieve all goodness, blessings and success in the world. In Islam, self-efficacy that exists in a person does not mean that a person can achieve everything easily and absolutely without dependence on Allah SWT.

In line with Islamic views, the concept of self-efficacy is not much different and is still related to students' belief in their own ability to achieve life goals, overcome all obstacles, and also face all problematic situations both that have occurred and those that will come. Islam also teaches all its people that each individual is recommended to have the potential in his ability given by Allah SWT to achieve all goodness, blessings and success in the world. In Islam, self-efficacy that exists

²⁵ Putri Dena Laksmi, "Pengaruh Pola Asuh Orang Tua Terhadap Efikasi Diri," *Jurnal Penelitian Dan Pengembangan Pendidikan* 2, no. 1 (2018): 81–87, <https://doi.org/10.23887/jppp.v2i1.15342>.

²⁶ Marsela and Irianto, "Pengaruh Motivasi Belajar , Manajemen Waktu , Dan Self- Efficacy Terhadap Prokrastinasi Akademik Mahasiswa Departemen Pendidikan Ekonomi Universitas Negeri Padang Program Studi Pendidikan Ekonomi , Universitas Negeri Padang."

²⁷ Amal Danuarta Wijaya, "Dampak Rendahnya Self Efficacy Pada Mahasiswa Tingkat Akhir : Sebuah Studi Litelatur," *JUBIKOPS : Jurnal Bimbingan Konseling Dan Psikologi DAM* 4, no. 2 September (2024): 115–26.

in a person does not mean that a person can achieve everything easily and absolutely without dependence on Allah SWT.

The self-efficacy variable that has been analyzed states that there is a significant effect of 0.002 less than 0.05 at the 5% error level between self-efficacy and the level of student academic procrastination. This self-efficacy reflects a student's confidence in their ability to each individual in completing the final project or thesis wells²⁸. As evidenced by the opinion according to Albert Bandura which states that individual beliefs in their own abilities play an important role in determining their behaviors.

Self-efficacy is an individual's belief in their ability to achieve a challenge that may occur. In line with Lestasi's research which shows that self-efficacy with procrastination in completing student coursework has a significant value²⁹. Another opinion from Lestari and Dewi who found a negative relationship between self-efficacy and procrastination was identified as significant with a low level³⁰. Self-efficacy can be done by students such as having confidence increasing self-confidence is one recommendation that can increase the level of self-efficacy.

Increasing self-confidence can be done when learning is taking place, providing feedback when discussions take place interacting and communicating with other students, and doing things that support the strengthening of academic abilities³¹. Students with high self-efficacy tend to be more confident in completing academic tasks, thus minimizing procrastination behavior. Whereas those with low self-efficacy more often feel fear of failure, which hinders the completion of academic tasks.

Therefore, the results of this study also show a significant value and have been able to answer the focus of the problem in this study by an average of 27.2%. The influence between self-efficacy on the level of academic procrastination has a large influence value. The direction of influence obtained from the results of this study means that the higher the self-efficacy, the less likely it is to delay completing the thesis. Conversely, if the smaller the student's ability in self-

²⁸ Albert Bandura, *Self Efficacy in Changing Societies*, ed. albert Bandura, first (cambridge, UK: CAMBRIDGE UNIVERSITY PRESS, 1995), https://books.google.co.id/books?id=JbJnOAoLMNEC&printsec=frontcover&hl=id&source=gbs_book_similar_books#v=onepage&q&f=false.

²⁹ Lestari and Dewi, "Hubungan Efikasi Diri Dan Kontrol Diri Dengan Prokrastinasi Skripsi Pada Mahasiswa Fakultas Ilmu Pendidikan Damajanti Kusuma Dewi."

³⁰ Dwi Azkarina and Kusuma Dewi, "Hubungan Antara Efikasi Diri Dengan Prokrastinasi Pada Penyelesaian Tugas Perkuliahan Mahasiswa Psikologi Universitas Negeri Surabaya."

³¹ Anisa Rista Larasati and Inhasuti Sugiasih, "Hubungan Antara Kesadaran Diri Dan Efikasi Diri Dengan Prokrastinasi Akademik Pada Mahasiswa Angkatan 2016 Universitas Islam Sultan Agung Semarang," *Konferensi Ilmiah Mahasiswa UNISSULA (KIMU)* 2 000 (2019): 659–67.

efficacy, the higher the level of student academic procrastination. Self-efficacy is an individual's belief in his or her ability to achieve a challenge that may occur. However, some argue that not having self-efficacy will also have a good impact, namely it will avoid overconfidence or this will help individuals to remain humble, and they will be able to admit that they do not know and are not capable in some ways.

The Effect of Emotion Regulation and Self-Efficacy on Students' Academic Procrastination Levels

The results of the dummy regression test show that these two independent variables have a negative significance effect of 0.224 (in table 5). Of the two variables that influence procrastination behavior in completing the thesis is 22.4%. The influence value of the two variables can be said to be high for the category of procrastination in the process of completing the thesis as the final project. However, in this dummy regression also stated a negative significance result of 0.482 greater than 0.05 which stated that between the two institutions in IAIN Kediri and UIN Malang has no significant difference in academic procrastination behavior.

According to Brown and Holman's opinion on procrastination behavior, influencing factors such as low self-assessment, fear of failure, and even difficulty managing the time they have³². Not far from the opinion of Steel Procrastination is defined as the habit of postponing tasks even though it is aware that this action can have a negative impact³³. In line with Ferrari's opinion that academic procrastination is a type of procrastination associated with formal academic tasks, such as schoolwork or coursework³⁴. Thus, academic procrastination is the habit of deliberately and repeatedly procrastinating in academic activities, such as delaying studying for exams, delaying doing coursework, or even delaying class attendance³⁵.

The percentage of procrastination is 22.4% which indicates that the procrastination behavior that appears in the subject of completing his assignment is dominantly influenced by internal factors, namely psychological emotion regulation and self-efficacy. According to Triyono, academic procrastination of a student can occur due to 2 major factors, namely physical and

³² Soegiyanto et al., "Analisis Faktor Penyebab Prokrastinasi Akademik Dalam Penyusunan Skripsi Pada Mahasiswa Atlet."

³³ Lubis, "Hubungan Regulasi Diri Dalam Belajar Dan Efikasi Diri Dengan Prokrastinasi Akademik Mahasiswa."

³⁴ Faiz Abdillah and Siti Fitriana, "Penerapan Konseling Cognitive Behaviour Dengan Teknik Self Management Untuk Mengatasi Prokrastinasi Akademik Pada Mahasiswa," *Sultan Agung Fundamental Research Journal* // 2, no. 1 (2021): 11–24, <http://jurnal.unissula.ac.id/index.php/safrj>.

³⁵ Muhammad Rizky Papatungan, Ilmiyyatur Rosyikhoh, and Muhammad Jamaluddin, "EFEKTIVITAS PENGGUNAAN TEKNIK POSITIVE REINFORCEMENT UNTUK MENGURANGI PERILAKU PROKRASTINASI AKADEMIK PADA MAHASANTRI RUMAH TAHFIDZ KUSWARD," *LIBEROSIS: Jurnal Psikologi Dan Bimbingan Konseling* 4, no. 1 (2024): 1–8.

psychological conditions³⁶. Although the effect is significant, these two variables are not the main factors that determine procrastination, because the remaining 77.6% is influenced by other factors such as time management, internal motivation, and social support.

Some studies suggest that when students have a high level of emotion regulation and efficacy, they will tend to have a lower level of procrastination³⁷. Because, students are able to regulate and control emotions, they also have confidence in their abilities³⁸. However, it is important to remember that procrastination is a complex phenomenon and can be influenced by various other factors. someone who procrastinates does not intend to avoid or be ignorant of the task at hand³⁹ The implication of this study is the importance of having the ability to regulate emotions and strengthen self-efficacy in students.

So, it can be stated firmly that this emotional regulation and self-efficacy have a considerable effect on the level of academic procrastination of students in completing the thesis. This means that the variables of emotional regulation and self-efficacy can be used as predictors to predict students when experiencing the tendency of academic procrastination behavior. This study also shows that there is no significant difference in the level of procrastination between students of IAIN Kediri and UIN Malang ($p = 0.482 > 0.05$). These findings suggest that emotion regulation and self-efficacy have similar influences in both institutions, despite the different academic environments.

Although the dummy regression coefficients in this study suggest no difference between the two institutions, this finding remains statistically significant and provides additional evidence to support the hypothesis of the relationship. On the other hand, the difference in the strength of the influence between emotion regulation and self-efficacy on procrastination variables may reflect differences in the research context of students or other factors that influence academic procrastination⁴⁰.

³⁶ Muh. Ehsan and Triyono, *Efikasi Diri Dan Regulasi Emosi Dalam Mengatasi Prokrastinasi Akademik*.

³⁷ Kogoya and Jannah, "Pengaruh Regulasi Emosi Terhadap Prokrastinasi Akademik Pada Mahasiswa Di Masa Pandemi Covid-19."

³⁸ Abdillah and Fitriana, "Penerapan Konseling Cognitive Behaviour Dengan Teknik Self Management Untuk Mengatasi Prokrastinasi Akademik Pada Mahasiswa."

³⁹ Ridhwan Izza Aditya and Aryanto Nur, "PENGARUH PROKRASTINASI TERHADAP PERILAKU MENCONTEK PADA MAHASISWA PRODI SISTEM INFORMASI KELAS 19.3A.07," *Kohesi: Jurnal Multidisiplin Saintek* 4, no. 11 (2024): 1–13, <https://ejournal.warunayama.org/kohesi>.

⁴⁰ Muhammad Jaenuri, Arifin Nur Budiono, and Yurike Kinanthi Karamoy, "Hubungan Konsep Diri Dengan Prokrastinasi Akademik Siswa Muhammad," *Jurnal Bimbingan Dan Konseling Ar-Rahman* 10, no. 2 (2024): 239–48, <https://doi.org/10.31602/jbkr.v10i2.16353>.

In Islam, procrastination behavior is considered a harmful behavior and has more mudharat. This behavior is considered to hinder the progress of a Muslim who wants to achieve a Muslim's own target. In fact, Islam encourages its followers to be disciplined, responsible, and diligent in completing their tasks. In Islam, doing work or obligations should be done immediately and not procrastinate because procrastination will bring bad effects and not bring any benefit or goodness⁴¹. Rasulullah SAW also reminded all his people not to involve themselves in the habit of procrastinating work or existing obligations.

From Abu Hurairah, the Prophet SAW said "Hurry up to do good deeds before the fitnah (calamity) comes like a piece of dark night. That is someone in the morning in a state of faith and in the afternoon in a state of disbelief. There is also someone who is a believer in the evening and a disbeliever in the morning. He sold his religion for a little of the world's gain" (HR Muslim no. 118). The hadith above explains the command to immediately do good deeds. And this also means that in doing work or obligations should be done immediately and not procrastinate because procrastination will bring bad effects and not bring any benefit or goodness..

This is corroborated by the opinion of D Rajesh and D Poonam "Academic procrastination itself will cause a major failure in one's life and will produce psychological pressure on individual students" which means that academic procrastination carried out by students will cause major failure and also produce psychological pressure on each student⁴². Students who from the beginning are required to complete the task to the maximum, until they are preoccupied with other activities that are more attractive to the number of tasks that must be completed by students cause student concentration to decrease and actually result in procrastination behavior in completing their assignments it is referred to as academic procrastination⁴³.

In general, students' academic procrastination has characteristics, namely that students delay starting to complete a task, deliberately buy time, tend not to utilize their time properly, who choose to fill their free time with things that they think are fun. In line with Brown and Holman's opinion, procrastination behavior is often influenced by psychological factors such as fear of

⁴¹ Amarul Zulfia Astari and Dwi Nastiti, "Hubungan Antara Stres Akademik Dengan Prokrastinasi Akademik Pada Mahasiswa," no. 3 (2023): 1–12.

⁴² D Rajesh and D Poonam, "Procrastination: A Behavior Need to Be Changed to Get Success," *International Education & Research Journal* 3, no. 5 (2019): 473–76, https://www.researchgate.net/profile/Rajesh_Beniwal/publication/332318788_PROCRASTINATION/links/5ca83c9299bf193bc2daf19/PROCRASTINATION.pdf?origin=publication_detail.

⁴³ Wulandari, Umaroh, and Mariskha, "Pengaruh Efikasi Diri Dan Kontrol Diri Terhadap Prokrastinasi Akademik Pada Mahasiswa Universitas 17 Agustus 1945 Samarinda."

failure or lack of good time management⁴⁴. Therefore, the development of life skills training programs to improve emotion regulation, self-efficacy, and time management can be an effective step to reduce procrastination.

CONCLUSION

The results of this study can be concluded regarding the effect of emotional regulation and self-efficacy on student academic procrastination. Emotion regulation and self-efficacy each have a positive value on the level of student academic procrastination. Thus, it proves that the alternative hypothesis in this study is stated to be proven that there is a positive influence between variables X 1, X 2 and Y. This can be interpreted that the two variables have a significant effect, but in both also do not have a large difference, meaning that both institutions both have a high level of procrastination and are caused by the students themselves. So, emotion regulation and self-efficacy on the level of procrastination have a value of 22.4% of the influence, and the rest is influenced by other factors.... This research is expected to contribute to the development of educational strategies that focus on the use of emotion regulation and self-efficacy to reduce academic procrastination.

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⁴⁴ Rusmaladewi et al., "Regulasi Emosi Pada Mahasiswa Selama Proses Pembelajaran Daring Di Program Studi PG-PAUD FKIP UPR."

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